

THE CONNEXIONS SERVICE PLANNING GUIDANCE

REVISED AND UPDATED EDITION

(Version 2)

January 2001

This revised and updated version of the Connexions Service Planning Guidance now incorporates all the previously issued amendments into one document.

In addition, there are a number of previously issued updates and supplements which have been added, and these are at the end of the relevant sections to which they refer.

There is also one previously unissued supplement on Equal Opportunities.

The added supplements are as follows:-

Section H. The previously issued update on *Advisers and Training*.

Section I, The previously issued supplement concerning *Faith Schools*, which should also be referred to in conjunction with **Section K**, para 27.

Section N, The previously issued “*Competitive tendering and best value*”

Section Q, previously unpublished supplement, “*Equal Opportunities – Best practice principles*”

Annex 3, *Outline Management Information requirement for the Connexions Service.*
(To be read in conjunction with Section P)

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CONNEXIONS SERVICE BUSINESS PLANNING GUIDANCE

FOREWORD BY MALCOLM WICKS

The Connexions Strategy vision was launched in February this year, setting out our aims across Government to ensure that each young person is given the best possible start in life and the opportunity to develop and achieve their full potential. A key element of the strategy is the Connexions Service, aimed at providing access to advice, guidance and support for all 13-19 year olds. Since then, we have worked very closely with many organisations to help us turn that vision into a reality. I am very pleased to be able to set out the detail in this guidance as to how the first round of Connexions Service Partnerships will deliver the service.

Its central aim is to provide all teenagers with the help and support they need to prepare for the transition to work and adult life. Connexions will support more young people to stay in learning, so that an increasing number leave school or college with qualifications.

The service will make a real difference to the support young people need. It will bring together all the organisations that support young people and provide coherence in a way that has not happened in the past.

Our vision is that young people will no longer feel passed from pillar to post, or feel that the vocational guidance given does not really tell them what a particular job may be like. Or whether the course being suggested will better enable them to get a job.

For the first time, a service for young people will learn from and respond to their ideas. They will be involved in the creation and development of the local Connexions Service. The service will be judged on what young people think of it.

The service will create the 'one stop shop' professional to help young people through the myriad experiences of teenage life. It will make a step-change for young people, providing opportunities for all young people to achieve their potential through stretching the most gifted, raising aspirations and providing targeted help and support for all those who need it. Wherever the Connexions Service is based, in schools, in colleges, as outreach workers on the streets, through existing youth and community projects, in a call centre - it will be there to service young people.

We are under no illusion that this is an easy task. The early findings from the pilots have shown us that. We will continue to learn and the Service will continue to evolve.

I know that there has been a lot of good work to develop the Service, that many organisations support our vision, from local authorities, youth workers, careers services, those involved in education, welfare and crime prevention as well as many voluntary, community and private sector organisations, and I thank you for that support.

I am clear that the Service will start to make an immediate difference and a positive impact on young people. Over time, the Service will grow in confidence as it reacts to the needs and expectations of young people.

Malcolm Wicks

CONNEXIONS SERVICE PLANNING GUIDANCE

Introduction

1. The Connexions Service will be phased in across the country during the next few years and the intention is to learn from the experience of the pilots and phase 1 areas. The development of the new service at local level will also need to be incremental, taking account of the strengths and weaknesses of current provision. The build up of new services for young people will take time to get right and priority will need to be given to putting in place the universal support, as well as targeted support for those most in need. It will depend critically on the bringing together of existing core services, such as careers and youth services, and developing effective working relationships with other services that support young people. This will require responsive local leadership - people willing to put the needs of young people first, challenge poor service delivery, and promote good practice.
2. The Connexions Service is an inclusive service for every young person who needs information, guidance, support or help with their personal development. Ideally it should include every community group and every organisation that can help the Partnership to achieve its aims and objectives. The Connexions Service will reach out and involve groups and organisations that may currently feel outside the system.
3. The recruitment, training and development of personal advisers will be key to delivering the service. Bringing together people from a variety of partner organisations and backgrounds to create multi-disciplinary teams able to provide high quality information, advice and guidance and personal development support for young people will be an important early task.
4. Comprehensive mapping of existing provision will identify gaps which the Partnerships will need to fill. This is a prime opportunity to ensure that the widest possible variety of providers are considered for a role in the service. Voluntary sector organisations will be able to see the evidence of the mapping to bid for funds, for example from the New Opportunities Fund, for Connexions Service activities.
5. Connexions Partnerships will promote diversity in their staffing profile at all levels. It will be essential that black and minority ethnic young people see a service which involves and reflects their communities. Promoting racial equality and challenging racial and other stereotyping will be of prime importance to the service.
6. The Connexions Service will need to respond to changes in the context within which it works. The service will also need to adapt over time as the expectations of its customers change. The increased use of ICT will have a profound effect on the way that information is gathered and disseminated. The Government will pilot Connexions Direct (a telephone and internet based system), and there will increasingly be a range of interactive technology to supplement (but not replace) the personal interventions of Connexions Service personal advisers.
7. Promoting the service to all young people will be an important task. The Connexions Service should become a service that all young people want to use because it gives them access to first class advice and information on learning opportunities and career options, and to activities which will help them achieve their potential in every aspect of their lives including youth work, sports, cultural and leisure activities. The Connexions Service can broaden the horizons of and raise the aspirations of every young person. What is achieved in the first year will help set the tone of the Connexions Service for areas which will be invited to deliver the service in future years.

8. A particular priority for the Connexions Service will be to make a difference to the life chances of vulnerable young people needing extra help to deal with barriers to learning and enable them to make progress. Assessing individual needs and brokering access to specialists services will be at the heart of the service. Young people will no longer be left to find their own way around a maze of services; all partners will work together to plan their services to support the young people in need. The concentrated effort that Connexions Service will be giving to the minority of young people with multiple problems will help them to lead full and productive lives and directly benefit the communities they live in.

9. Personal advisers will have a central role to play in determining the type and quality of services on offer to young people. Information gained by personal advisers on an individual basis will be vital as current provision is evaluated and the Learning and Skills Council plan future education and training. Young people will demand the best from the Connexions Service and on their behalf the service will have an important role to play in influencing the quality of provision both in education and training and the wide range of specialist support services that are needed.

10. Many people have a critical role to play to ensure the best possible start for the Connexions Service next year. We are already starting to learn valuable lessons from the Connexions Pilots and these will be disseminated through monthly action research reports, summarising latest progress in the pilots and providing examples of good practice. Additional ad hoc reports will concentrate on, for example Connexions in schools & FE colleges and involving young people. These reports will be circulated widely, including to those partnerships invited to introduce Connexions in 2001, and will be available on the Connexions website. Quarterly conferences are also planned to concentrate on particular areas of importance (eg the role of personal advisers). Where developments warrant, events focusing on individuals aspects will also be arranged (eg training of personal advisers, assessment processes).

The purpose of this document

11. The purpose of this document is to provide guidance and set out the requirements for those Connexions Partnerships preparing plans with a view to implementing the new service from April 2001.

12. Connexions Partnerships invited to prepare plans are asked to produce a single document, which should follow the structure, headings and format outlined in the next sections.

In broad terms the document should include:

- ?? a 3 year Business Plan
- ?? a 1 year Delivery Plan
- ?? a Transition Plan
- ?? a Young People's Charter

13. **The Business Plan** will cover the period 2001-2 to 2003-4 and provide a high level strategic view of how the Partnership plans to develop and what it aims to achieve during its first three years. The one year **Delivery Plan** for 2001-2 will detail specifically what will be delivered during the first year of operation, by when and to whom. It will cover the services to be delivered, how much they will cost, as well as milestones and targets to be achieved in the first year. The **Transition Plan** will set out the steps to be taken to ensure a smooth transition from the existing arrangements to the new and to ensure continuity of high quality services to young people.

14. In developing the plans for the new service, there will need to be a high level of

communication between the Partnership and its local management committees. Each document the Partnership produces will be expected to reflect the issues and concerns of each committee. Their input will be particularly important in developing the Delivery Plan for the Partnership area.

15. This Planning Guidance builds on previous publications *Connexions: the best start in life for every young person* describes the broad vision for the service. *The connexions service: prospectus and specification* develops this to provide information which enables prospective Partnerships to come together and put forward outline Partnership Proposals. Other key documents and web sites are given in the Bibliography. This Planning Guidance has been produced in a format that will allow it to be updated and revised. Most sections include updated information to help Partnerships complete their Plans. However, some sections will be added or updated and further information will follow as and when it is available.

16. A number of documents are now available or will be available shortly. Partnerships will want to refer to them as and when they are published. These documents include:

- ?? Mapping tool (available now)
- ?? Publicity Toolkit (November 2000)
- ?? Guidance on personal advisers (November 2000)
- ?? Draft guidance on involving young people (November 2000)
- ?? Management Information requirements (November 2000)

Next steps

17. Partnerships are asked to send two copies of their Plan to Euin Hill, W4a, Department for Education and Employment, Moorfoot, Sheffield S1 4PQ by Monday 15 January 2001. At least one of these copies should be in a form which is readily photocopied (ie without permanent binding) and include an electronic version of the document on disk which is compatible with Word 2000. You should also e-mail a copy of your plan to your Government Office contact. Plans should not exceed 70 pages, including annexes. We will agree separate timetables and deadlines for producing plans with those Partnerships starting after April 2001.

18. Partnerships invited to submit Plans are considered the most likely to deliver the service in the first phase of implementation. The Plans will be subject to a process of assessment to ensure that Partnerships are ready to provide a high quality service.

19. A range of support and advice will be available to Partnerships developing Plans and in the assessment process, primarily from Government Offices (GOs). GOs will use the experience and expertise of the Departments represented in the GO to work with the first phase Partnerships to ensure successful implementation, building on lessons learnt in New Start, Learning Gateway, Excellence in Cities and other Government initiatives. GOs will also have a key role to promote the new service and develop effective relationships with the range of organisations involved in the Connexions Service, ensuring they are kept informed of progress and help make links to other services and funding. They will work with key partners and services to help manage transition from the existing arrangements to the new. GOs will have a key role to keep the Connexions Service National Unit informed of progress in Partnerships and to use their knowledge of emerging good practice to inform policy development.

20. Plans will be assessed by a national panel, with expertise or an interest in young people's issues. The panel will also take advice on specific areas from experts in, for example, company structures. Each Partnership will be invited to give a presentation of its Plan and the process by which it was agreed with all relevant groups locally. Final decisions and approval of plans will be taken by Ministers collectively.

21. The sections that follow explain what needs to be covered in the Plan. There is also a range of guidance covering key areas of the Connexions Service to assist those producing Plans.

SECTION A: BUSINESS AND DELIVERY PLANS

1. The **Business Plan** will need to cover the three year period from 2001-2 to 2003-4. The purpose is to provide a high level strategic view of the aims and the objectives of the Partnership during this period. It should draw on the mapping exercises undertaken by the Partnership looking at the needs of young people, any gaps and how to plug them, how far those needs are being met by existing provision, the views of young people and others about the quality and appropriateness of existing provision.

2. As the Business Plan is a high level strategic plan it does not need to be a lengthy document but should include a very clear summary of the priorities the Partnership is setting itself. It should enable the reader to get a clear sense of what difference the Partnership expects the Connexions Service to make in its area during the next three years.

3. The **Delivery Plan** should provide details about what will be delivered during the first year of operation (2001-2), by when, by whom and to whom. It should cover the services to be delivered, how much they will cost and the sources of funding, and include milestones and targets to be achieved in the first year. The Delivery Plan should cover the whole Partnership area.

4. Both the Delivery and Business Plans are expected to take account of the range of plans at Section E.

5. The following table gives the sections needed in the Plans:

- 1 - Summary;
- 2 - Vision;
- 3 - Needs assessment;
- 4 - Priorities and targets;
- 5 - Structures;
- 6 - Services and activities;
- 7 - Finance and resources;
- 8 - Human resource strategy;
- 9 - Engaging young people;
- 10 - Working with employers;
- 11 - Communications strategy;
- 12 - Equal opportunities;
- 13 - Health & Safety
- 14 - Quality assurance;
- 15 - Management information and tracking;
- 16 - Evaluation.

BUSINESS PLAN	DELIVERY PLAN
<p>Section 1 – Summary An executive summary to introduce the Plan and draw out key points.</p>	<p>A brief summary of what the Partnership expects to implement and achieve during the first year of the Connexions Service.</p>
<p>Section 2 – Vision The vision and objectives for the organisation locally, demonstrating that they build on the overall vision, principles and priorities for the Connexions Service as well as reflecting the local needs and priorities identified. The vision should ensure coherence and integration, avoiding duplication of effort, across all relevant services for young people locally. It should support and be compatible with other plans and services locally. The vision will build on that developed for initial proposals.</p> <p>Further information on the vision for the Connexions Service at national level can be found in <i>Connexions: the best start in life for every young person</i> and <i>The connexions service: prospectus and specification</i>.</p>	
<p>Section 3 – Needs assessment This should draw out the key needs of young people and the extent to which existing provision meets those needs. It should:</p> <ul style="list-style-type: none"> ?? set out the numbers of young people that will be in scope for receiving universal support; ?? identify those young people who might require additional support, particularly the proportion of young people with specific needs who might need additional support, for example homeless young people, ex-offenders and those in remote rural areas; ?? address the needs of those needing close attention and support, including excluded young people, those under-achieving in school or post-16 learning, young people living in deprived neighbourhoods and minority ethnic groups with significantly lower average attainment or employment rates. <p>The needs assessment should draw on mapping exercises (Section E)</p>	<p>Drawing in on the mapping exercise and other information locally, this section should outline the needs that will be addressed in the first year of delivery. The Plan should specifically identify:</p> <ul style="list-style-type: none"> ?? the number of all young people that will be in scope for receiving support from a universal service; ?? a detailed analysis of the numbers of young people with specific needs; ?? an analysis of the support and specialist services available in the Partnership area with an assessment of the strengths, weaknesses, opportunities and threats, covering the quality, appropriateness and effectiveness of existing provision. <p>It is recognised that the needs assessment will be part of a continuous review process arrived at by the Partnership and in the first year there will be limitations on how comprehensive the analysis will be.</p>

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<p>looking at the quality, appropriateness and effectiveness of existing provision. This will need to include statutory, non statutory, voluntary and community provision.</p> <p>The needs assessment should set out how the Partnership has ensured that young people have been consulted and involved in determining their needs and in assessing how far existing provision meets their needs. Through the needs assessment the Partnership should seek to continuously improve access to learning opportunities and learning/job outcomes, in particular for black and minority ethnic groups.</p> <p>Further information can be found in Section E and Section F.</p>	
<p>Section 4 – Priorities and targets</p> <p>This section should draw on the needs assessment and set out the priorities and targets the Partnership is setting itself.</p> <p>Further information can be found in Section M.</p>	<p>This section should draw on the local needs assessment, the national requirements outlined in the introduction and Section E and discussions with local partners and young people. It should set out the key priorities for the delivery of the service during the first year, and the detailed targets to be achieved with appropriate quarterly milestones. This should include the three features which will make the Connexions Service in your area stand out.</p>
<p>Section 5 – Structures</p> <p>This section should set out the proposed structure for the organisation and the management of the service at Partnership and local management committee levels. It should include:</p> <ul style="list-style-type: none"> ?? a description of the legal entity and an explanation of how it will best meet the needs of the area and involves all key partners; ?? the make-up, responsibilities and working practices of the Partnership; ?? the responsibilities and lines of accountability for the Partnership and local management committee (including the local manager); ?? details of partnership agreements that will be put in place with schools, colleges and other key delivery partners; ?? contracting and sub-contracting arrangements and any protocols 	<p>In this section information should be given on the degree to which this structure will be in place for the start of the new service and when the remaining arrangements will be in place. It should cover:</p> <ul style="list-style-type: none"> ?? establishment and membership of the Partnership and local management committees including roles, responsibilities and accountabilities; ?? how the Partnership will work with schools, colleges and other key delivery partners in the first year; ?? details of who will deliver services and whether this is part of partnership agreements, pooling of resource, or via sub-contracting arrangements.

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<p>established to avoid potential conflicts of interest.</p> <p>This section should also set out how the Partnership will draw in and work with all relevant partners locally, including those named in the Learning and Skills Act, and should include an organisation chart.</p> <p>Further information can be found in Sections Q and R, and from GOs and <i>The connexions service: prospectus and specification</i>.</p>	<p>Further information on the role of local management committees can be found in Section R.</p>
<p>Section 6 – Services and activities</p> <p>This section should build on the previous sections outlining how the Partnership will develop services and activities for young people. It should include how the Partnership will build up the services available each year, ensuring it retains the ability to provide key services in advance of the full introduction of Connexions, particularly access to a range of impartial information and guidance. It should also explain how it will develop new and innovative provision, using an appropriate mix of private, public and voluntary sector providers, building on the strengths of existing provision including youth work activities and voluntary and community sector provision.</p> <p>The Connexions Service will need to develop over the three year period and Partnerships will need to set out how it will secure both the universal and targeted provision.</p> <p>Further information can be found in Section G and <i>The Connexions Service: prospectus and specification</i>.</p>	<p>It is understood that the Partnerships will need to develop its service delivery during the first year and may need to prioritise the types of service and levels of support it is able to offer young people. The Partnership will need to build on existing good practice and show how it will bring together a range of partners from the statutory, non-statutory, voluntary and community sectors. It should give detailed information about how the Partnership will meet its priorities, targets and milestones setting out the full range of services and activities to be offered. This section should set out those services that will be in place for the first year of operation, covering both the universal and targeted provision.</p> <p>It should also show what arrangements the Partnership has put in place to identify and arrange assessments of young people with learning difficulties and/or disabilities in accordance with the Learning and Skills Act 2000.</p> <p>In developing services the Partnership will need to be able to demonstrate that young people will not suffer from poor quality services during any transition. The approach to be taken by the Partnership will need to be covered in the Transition Plan (Section B).</p> <p>The Plan should explain how the Partnership will work with the Learning and Skills Council (LSC) to improve services to young people, including access to post 16 provision; education business partnership activity; and the provision of high quality material about opportunities in</p>

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	<p>the local education, training and labour market. The Partnership may also have a role in working with others in providing information, advice and guidance to adults.</p> <p>Further information can be found in Sections G and K.</p>

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<p>Section 7 - Finance and resources</p> <p>This section should provide details of the resources partners will bring to the service, including sources of funding, funding levels (both cash and in kind), and how they will be used to enhance the service. This will include, for example, identification of the number of personal advisers who will be employed. The Partnership should demonstrate other funding it has considered and how it will draw in and secure that resource, for example, Youth Service funding, European funding, sponsorship, etc. The Partnership should specify the amount of spend on administration, capital expenditure and service delivery.</p> <p>The Partnership should supply information about the financial control systems it will operate, to assure Government that public funds will be spent appropriately and to monitor income and expenditure to safeguard fixed assets. Where the Partnership will be involved in activity other than that of Connexions, this section should describe how the management accounting system will demonstrate that Connexions Service funds have been spent delivering outcomes agreed in the Business Plan. The Plan should set out the financial controls, roles and responsibilities to satisfy audit requirements. The Partnership should also set out their strategy for securing additional resources over the whole 3 year period.</p> <p>Further information can be found in Section L and the <i>Learning and Skills Act 2000 (Chapter 21, Part V, Paras 114-122)</i>.</p>	<p>The Delivery Plan should set out the resources the Partnership will draw together from the range of sources described in Section L. Resources may include:</p> <ul style="list-style-type: none"> ?? funding (both cash and in kind); ?? staff working in a range of functions; ?? physical resources, for example premises, IT systems, other facilities or equipment. <p>The Plan should set out how these will be used to best effect to deliver an efficient and effective service which builds on that which is already available locally. It should also set out how it will use funds allocated from the Connexions Service National Unit and demonstrate how those funds will be used in conjunction with other funding sources to support the identified priorities.</p> <p>Delivery plans should include a forecast income and expenditure account, balance sheet and cashflow forecast for 2001-02. (Partnerships will need to supply similar information during the course of the year, at a frequency and in a format to be specified by the Secretary of State).</p> <p>Further information can be found in Section L.</p>
<p>Section 8 – Human resource strategy</p> <p>This section should aim to cover the three year period setting out the numbers and levels of staff required to support the service, recruitment strategies, as well as plans for training and development. It should include:</p> <ul style="list-style-type: none"> ?? a breakdown of the anticipated numbers of staff required including personal advisers, other front line support staff, specialists, administrative support staff and managers; ?? details of the build up of staffing during the three years; 	<p>The Delivery Plan should draw from the information provided in the Business Plan setting out the position for the first year of operation. It should include:</p> <ul style="list-style-type: none"> ?? the number of staff involved in delivering the local service including personal advisers, other front line support staff, specialists, administrative support staff and managers; ?? a break down of which staff which will be directly employed, seconded, employed by partners, or by those under contract;

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<p>?? recruitment strategies including how the Partnership will draw from a wider recruitment base, ensure that its workforce reflects the ethnicity of the communities it serves, and avoid poaching from other key services in its area;</p> <p>?? an equal opportunities policy to cover the Partnership's own staff.</p>	<p>?? details of training and development that will be available to equip new and existing staff with the skills and knowledge required for delivering a high quality service for young people;</p> <p>?? details of specific actions that will be taken to implement the Partnership's equal opportunities policy for its own staff.</p>
<p>Section 9 – Engaging young people</p>	<p>The Delivery Plan should demonstrate how the Young People's Charter, provided in draft initially, will be finalised, implemented and kept up to date. It should specify specific action to be carried out to ensure young people are involved, including taking proactive steps to overcome inequalities.</p> <p>Further information can be found in Section F.</p>
<p>Section 10 - Working with employers</p> <p>It is important that the Connexions Partnership ensures it develops strong links with local employers and the Employment Service. The Business Plan should set out the overall strategy and policy for working with them.</p> <p>Further information can be found in Section J.</p>	<p>The Delivery Plan should set out the key areas where progress will be made during the first year in developing effective working relationships.</p> <p>Further information can be found in Section J</p>

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<p>Section 11 – Communications strategy The communications strategy will need to demonstrate how it will keep young people, organisations and other interested parties up to date with developments and changes. The Plan should make clear who has been consulted and who is actually signing up to developing and delivering the service. The Partnership should state how it will ensure that a variety of mechanisms are used in the consultation process to engage the range of organisations and communities in the area. The Plan should show how the Partnership will continue this involvement and ensure that it listens to communities on an ongoing basis.</p> <p>Further information can be found in Section S.</p>	<p>The Delivery Plan should show how consultation to date has informed the priorities, delivery mechanisms and structures to be put in place for the first year. The Plan should demonstrate the outcomes and results of consultation already undertaken. It should detail ongoing consultation plans for the first year and demonstrate how they will continue to influence the governance, management and delivery of the service. A marketing plan should be outlined.</p> <p>Further information can be found in Section S.</p>
<p>Section 12 – Equal opportunities Equality of opportunity is central to the concept of the Connexions Service, and is one of the key principles outlined in previous documents.</p> <p>The Business Plan should state the high level strategic view of how equal opportunities will be developed and delivered against the guidance set out in Section Q. The Plan should also state, in broad terms, what will be achieved in that time period – cross referring where appropriate to the services’ Equal Opportunities Policy.</p>	<p>This section should briefly explain how the policy set out in the Business Plan will be implemented and how the Partnership will ensure equality of opportunity for both staff and young people using the service. Appropriate references to equal opportunities should, therefore, be made throughout the Delivery Plan. The Plan should also demonstrate how the Partnership and local management committees will ensure they comply with relevant legislation, for example the Disability Discrimination Act.</p> <p>Further information can be found in Section Q.</p>
<p>Section 13 – Health and Safety This section should set out Partnership’s Health and Safety policy, detailing how it intends to comply with all relevant legislation under the Health and Safety at Work etc. Act 1974 and relevant Health and Safety Executive approved codes of practice. The Act sets out the general duties which employers have towards employees and members of the public, and employees have to themselves and to each other. Further information and guidance can be found on the Health and Safety Executive website www.hse.gov.uk.</p> <p>Further information is can be found in Section D.</p>	<p>This section should set out how the Partnership will ensure that it implements its health and safety strategy in the first year of delivery.</p>

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<p>Section 14 - Quality assurance This section should describe how the Partnership will develop an effective quality assurance strategy, and the systems which will be put in place to implement it effectively. This should include details of how the Partnership and the local management committee will be accountable both to young people and the community they serve.</p> <p>Further information can be found in Section O. Information on accountability is in <i>The connexions service: prospectus and specification</i>.</p>	<p>This section should describe:</p> <ul style="list-style-type: none"> ?? what quality assurance systems the Partnership will put in place and to what timescales; ?? how the effective implementation of the systems will be monitored and measured and how the results will drive continuous improvement; ?? what evaluation the Partnership will carry out in the first year. <p>Section O describes the requirement to develop a quality assurance strategy and effective quality assurance system, and describes how the Partnership will develop a quality assurance strategy.</p>
<p>Section 15 - Management information and tracking The Partnership should set out what systems it will have in place from April 2001 to enable it to share and exchange information, produce management information and track individual young people.</p> <p>We will provide a statement on the management information requirement in November. This document will set out the areas of information required by the Connexions Service National Unit from April 2001. A comprehensive Management Information Guide giving details of specific information returns will be released in January 2001 following consultations with Partnerships.</p> <p>Further information on our plans to move towards a national tracking system from autumn 2002 can be found Section P.</p>	<p>The Partnership should set out its plans to collect management information, including the systems and formats it will use. The Partnership should also provide details on its ability to track individuals. It should demonstrate how this information will be used by the Partnership and local management committee to monitor the effectiveness of the service and identify areas for improvement. It should show how information will be shared between partners so that all of those involved in delivering the service can access information and contribute to its development and improvement.</p> <p>Further information can be found in Section P.</p>

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<p>Section 16 – Evaluation</p> <p>The evaluation of the Connexions Service will require research to be commissioned at both national and local levels. When making their plans, Partnerships should specify measurable objectives for each major area of activity and any new initiatives. The Business Plan should outline initial thinking on how the Partnership will evaluate its effectiveness, including:</p> <ul style="list-style-type: none"> ?? key issues for local evaluation over the next 2 or 3 years; ?? the level of resource to be allocated to locally initiated research; ?? the process for planning, managing, reporting and acting on the findings of locally initiated research; ?? when it expects to be able to have a detailed evaluation plan in place following publication of the national strategy early in 2001. <p>Further information can be found in Section O.</p>	

SECTION B: TRANSITION PLAN

1. This section sets out the type of information Partnerships should include in their Transition Plan. Its aim is to provide a timetable of steps that will be taken to ensure a smooth transition from existing arrangements that support young people to the proposed new arrangements that will be in place when the service begins its first year of operation. It is very important that Partnerships ensure continuity of services to young people during the transition phase. The Transition Plan should include a comprehensive list of arrangements already agreed and scheduled, with appropriate key tasks and milestones. The Transition Plan should also include dependencies and contingency arrangements.

2. Partnerships will need to consider:

- ?? establishing the organisational structure including the Partnership and local management committees;
- ?? recruiting staff, ensuring that appropriate vetting procedures have been carried out;
- ?? arranging appropriate training and development;
- ?? acquiring the physical facilities and equipment required for the new service including, where appropriate, the transfer or disposal of assets;
- ?? setting up appropriate management processes eg financial, IT, planning, delivery, review;
- ?? negotiating contracts for the delivery of services on or after April 2001, including how they intend to overcome any conflicts with existing providers;
- ?? handling transfers of existing staff where functions move from one organisation to another, including consultation with employee representatives. Partnerships should follow, where appropriate, the principles in the Cabinet Office Statement of Practice on Staff Transfers in the Public Service. Some staff may have special employment rights under the Transfer of Undertakings (Protection of Employment) Regulations (TUPE). Connexions Partnerships should take a positive approach in applying TUPE and consider offering equivalent protection even if TUPE is not applicable as a matter of law. Further information on TUPE is in Annex 2;
- ?? agreeing appropriate other terms of employment including pensions, holiday entitlement etc.;
- ?? providing information for young people about how they will be able to access the services, including information for specific groups such as homeless young people and those with learning difficulties and/or disabilities;
- ?? providing information for parents about the role and scope of the new service, set out how they can get involved;
- ?? providing for key statutory, voluntary and other organisations to be given information about the Connexions Service.

SECTION C: YOUNG PEOPLE'S CHARTER

1. The Partnership should develop a separate "Young People's Charter" which demonstrates clearly that young people across the age range will be fully involved in developing the service. This should be finalised by the time the Partnerships begins to deliver the service. It would be helpful if a draft of the Charter is attached to the Business Plan. The Charter should indicate how the Partnership will ensure young people are actively involved, both formally and informally, in influencing key decisions about the planning and implementation of the service. It should also address rights and responsibilities and set out what each young person can expect from the Connexions Service. Further information about involving young people is can be found in Section F.
2. During autumn 2000 the Connexions Service National Unit plans to issue additional guidance to Connexions Partnerships about how to involve young people in Connexions services. This will cover a range of methods and provide advice on using them. This will complement guidance on consulting learners, *Consultative Fora - good practice for Learning Partnerships*, issued in July 2000 and the national guidelines on children's and families' participation, which the Department of Health is currently working on. Paragraphs 4.6 to 4.11 of the consultation document on the new guidance for planning Children's Services (see Bibliography) also advises on involving children and families in planning services.

SECTION D: HEALTH AND SAFETY

1. The Partnership's Plan should set out how it intends to comply with all relevant Health and Safety legislation under the Health and Safety at Work etc. Act 1974 and relevant Health and Safety Commission's approved codes of practice. A policy should provide an indication of the organisation and arrangements which seek to deliver the policy and preferably state the means of evaluating how the effective policy is being implemented. Partnerships should develop procedures to protect the safety of staff when on premises other than their own, for example, when home visiting. Further general information and guidance can be found on the Health and Safety Executive website www.hse.gov.uk.

Premises

2. The Partnership should indicate their arrangements for ensuring the suitability (fire precautions, lighting, security etc.) of any premises they will use and give an assurance of the intention to maintain it in a satisfactory manner (e.g. property repairs, cleaning etc.).

Employers

3. The Partnership should give due regard to information within the public domain, to avoid involvement with employers who are known to have poor arrangements for health and safety. See the DETR/HSC publication: *"Revitalising Health and Safety - Strategy Statement"*, June 2000; Action Point 8: ***"The Health and Safety Executive will monitor and draw public attention to trends in prosecution, convictions and penalties imposed by the Courts, by publishing a special annual report. This will 'name and shame' companies and individuals convicted in the previous twelve months"***. This information will also be available on the Health and Safety Executive's Website". Further information on this document can be found on the DETR website: www.detr.gov.uk/pubs/index.htm.

SECTION E: DEVELOPING THE NEEDS ASSESSMENT

Key Requirements:

- ?? the needs of young people are identified;
- ?? plans are consistent with and take account of other plans which address the needs of young people in the area.

The mapping process

1. The identification of the needs of young people is crucial. The Connexions Service National Unit has provided a mapping tool to help this process in parallel with this Planning Guidance. It is also acknowledged that Partnerships may have access to mapping information collected for other purposes and they may wish to draw on this information.

2. The mapping exercise should:

- ?? confirm that all relevant people who need to be consulted and involved have had this opportunity;
- ?? identify potential gaps in services or provision and propose how these will be met over time;
- ?? identify services that will not be directly within the Connexions Service, but need to be accessed as part of providing wider advice, guidance and support (eg specialist provision that may be required to meet specific needs);
- ?? provide an initial assessment of the quality of existing provision;

?? identify sources of funding and how they can be accessed for use in delivering the Connexions Service.

Drawing plans together

3. The planning arrangements for the Connexions Service will form part of a wider, more comprehensive planning process within the locality. It will be important for the Connexions Partnership to ensure their plans take account of other plans which address the needs of young people in their area. In particular, these should dovetail with the plans of the LSC as they are developed and Learning Partnership proposals, especially in the work to support young people with their educational and vocational choices, and to ensure that the right specialist support is available to help those 16-19 year olds with special educational needs. In addition, the following plans should inform the Connexions Plans: LEA Behaviour Support plans; Education Development plans; housing strategies; Health Improvement Programmes; Youth Justice Plans; Children's Service Plans; Schools Health Plans and local teenage pregnancy strategies. See also section J on Small Business Services and Education Business Partnership plans.

4. The new Local Government Act places a duty on local authorities to develop a community strategy in partnership with key local stakeholders. The Partnership should actively engage in the new Local Strategic Partnerships with responsibility for preparing the community strategy, to ensure that the local strategy fully reflects the needs of young people and that the activities of local partners come together to meet those needs.

5. The Connexions Partnership plans will also in the future contribute to an overall Children's Services plan for the area - guidance about Children's Services Planning arrangements will be issued shortly. In the longer term, the new Cross-Departmental Children's and Young People's Unit, which is currently being established, will be looking at the arrangements for the planning and delivery of all services to young people, to assist in the co-ordination and coherence of those services and avoid duplication and overlap.

SECTION F: ENGAGING YOUNG PEOPLE

Key Requirements:

- ? young people are involved and consulted on innovative ways to deliver the service;
- ? young people are involved in the design and delivery of the service;
- ? the young people involved in the service are representative of the diversity of the community.

1. Engaging young people in the Connexions Service is a new and challenging commitment. There are many ways which young people could be involved and practice is still just beginning to emerge. There is tremendous scope for imaginative approaches and Partnerships should take the initiative to determine what works in their local area and learn from each other. This section identifies some of the ways that young people can be involved in the service. Guidance will be available in November indicating the issues that need to be considered in successfully engaging young people.

2. As direct users of the new service young people may have a different perspective of the new service and how they expect it to work, which will need to be taken into account in both developing and delivering the service. They will have a key role to play to ensure the service emphasises innovation and delivery that meets their needs. The representation of young people needs to reflect the diversity of communities, in terms of the place, culture, values, interests, ability, gender, sexual orientation, class and race to which young people belong. It should also involve excluded young people to ensure a true representation of all young people in the area. Their views should be used to influence provision locally so that it meets their needs.

3. Learning Partnerships are already working to ensure that mechanisms to consult young people, such as youth fora, are in place in every area and Connexions Partnerships/local management committees will need to build upon progress made.

4. Given this is a new and potentially difficult area, engaging young people requires considerable investment of time, finance and expertise. In particular young people will need training and support to take on these roles and to participate effectively in the wide range of activities for which they have potential. Appropriate training and on-going support will build young people's competence and confidence and enable them to make a more effective impact. Young people in rural areas can face particular problems, often different to those experienced elsewhere. They may need particular support to ensure their views are taken into account, and the service developed to provide help and support for their specific needs. Outreach work will be key to reaching vulnerable and disaffected groups of young people, and plans should set out how they aim to encourage these young people to participate.

5. There are many potential ways of involving young people and Partnerships will need to decide what is most likely to work for them given their own particular circumstances. At the level of governance young people can make a valuable contribution to the deliberations of the Partnership and local management committees. They can be involved in helping to define the measures against which the organisation will be judged, in decisions about strategic direction and in helping to develop Plans. Young people can also take part in assessing the bids of potential contractors and in selection of key personnel. Young people can make a contribution to quality in helping to plan and carry out evaluations, in reviewing complaints and in internal quality monitoring.

6. Young people can be involved in planning and design of services. They can bring

forward ideas for new approaches and can be involved in the piloting of new approaches. Young people also have an important contribution to make to the delivery of the service to other young people as volunteers or paid staff. They can take roles as peer supporters and educators; brokers to existing provision; advocates (individually and collectively); and contributors to promotional activity.

7. Young people can make a uniquely valuable contribution to improving quality acting in the roles of monitor, inspector, and evaluator. They may be able to gain the confidence of other young people more easily than mature workers in order to gain insights about the services provided. They are also able to bring up to date reality checks on the changing needs, lifestyles and attitudes of young people.

SECTION G: KEY SERVICES FOR YOUNG PEOPLE

Key Requirements:

- ?? the Connexions Service must be universal. Services should be available to young people on the basis of need;
- ?? plans should set out clearly the service and support that all young people can expect, delivered in a way that promotes equality of opportunity;
- ?? ensuring the future learning needs of young people with learning difficulties and disabilities (LDD) are met, in line with the new requirements of the Learning and Skills Act;
- ?? the service should seek to reduce social exclusion and be clear in its plans how it proposes to do so, meeting the needs of specific groups such as young people excluded from schools, who misuse drugs and young offenders.

1. Connexions Partnerships will need to set out clearly how their structure will deliver the services required to meet the needs of young people whatever their circumstances. The Plan should set out the service and support that all young people can expect, and ensure that this information is accessible and can be understood by them. Policy documents should contain a level of detail so that staff and those who are responsible for resourcing the work understand what is entailed and are able to effectively deliver the policy. There should also be a direct link between the services delivered through Connexions and its equal opportunities policy.
2. Where young people move across Partnership areas, the responsibility for the transfer of information lies with the exporting local management committee. For those young people being educated away from home, the home local management committee should make arrangements with the host to support them. Such young people may be educated in residential, out of area establishments including young offender institutions, residential special schools and colleges.

The Universal Service

3. The Connexions Service will offer all teenagers the information, advice, guidance and personal support they need to build on their strengths and achieve in the right form of learning. Help will range from simple information to intensive support over a long period. Individual support by personal advisers will be a key element, but group work, ICT, sport and arts projects, and arranging access to specialist support will also be important.
4. As the new service is developing through its first three years Connexions Partnerships will need to provide all young people with:
 - ?? an *introduction to the service*, explaining what services are available and how they can be accessed. This information should be made available to all teenagers and their parents, to those entering the age range and those moving into the area (during the first year of operation it may be that the full range of services will not be available to all young people);
 - ?? *information* on all education, training, leisure and cultural activities, and all forms of support that teenagers and their parents might need, both locally and nationally. This information should be provided in the most appropriate form for young people to use, including publications and ICT, taking into account their interests, language skills, abilities and access to premises and ICT;
 - ?? access to *advice and guidance* on next steps in learning and life. This should include impartial information and guidance on career choices, and face to face guidance from a

personal adviser for those young people who need it;

- ?? *reviews at main transition points*, for instance, when choosing key stage 4 courses and post 16 training, in learning and life so that all young people know what they are going to do next, and how they will carry out their plans, building on the reviews which schools and other learning providers undertake. All young people should have a written record of their next steps. Most will be able to maintain such records themselves, but personal advisers should help them to do so where necessary, using Progress File or other means;
- ?? *personal support* where necessary to carry out their next steps, including brokerage and advocacy to secure and retain learning and other opportunities, such as development activities, peer mentoring and community support;
- ?? *opportunities to give their views* on the service they want and how it should be provided. Parents should also be consulted.

5. **In schools**, the Connexions Service will form part of the school team (see Section I). Connexions will help to provide, for all pupils:

- ?? information, advice and guidance on the full range of issues of concern to pupils, including impartial careers information, education and guidance;
- ?? learning opportunities that introduce them to the world of work;
- ?? a co-ordinated approach to the provision of pastoral support and personal development through the curriculum, including through careers education, Personal Social and Health Education and Citizenship.

6. **Post 16**, the service will work with colleges and school sixth forms to provide co-ordinated information, guidance and support to those in education, to enable them to take well-informed decisions on their next steps in learning. Particular attention will need to be given to students in work based learning who attend college on a day release or part-time basis. Priority must also be given to those not in learning post 16, including those in jobs without training, to help them re-enter and achieve in the form of learning which suits them best. The Partnership will need to develop close links with the Learning and Skills Council (see section K).

7. Over time the Connexions Partnership should aim to provide information, advice and support through the most appropriate media, including libraries, local centres, face to face contact and on-line. Partnerships will also help young people access personal development activities, group work, work experience (in liaison with the LSC and EBL consortia), Millennium Volunteers, Neighbourhood Support Fund activities, peer mentoring and community support.

8. ICT will be an important vehicle for the delivery of services to young people. Many Partnerships will have websites and helplines that can offer relevant aspects of the Connexions Service. As part of the national provision, a website is being developed which will provide information and interactive elements for young people on all aspects of the Connexions strategy. This website will be an integral part of Connexions Direct, the telephone and on-line information and advice service, which is being piloted from early 2001. The Connexions Service National Unit will be working with Partnerships in the North East to develop the service and it will inform the proposed national roll-out of Connexions Direct.

The role of Connexions for young people with special educational needs/learning difficulties and disabilities

9. Connexions Services will be responsible for providing individual support to all young people who require it, based on the accurate identification of their needs by a personal adviser. For young people with special educational needs (SEN)/learning difficulties and disabilities (LDD), Connexions Services have particular responsibilities in the area of assessment, aimed to address the particular needs of complex cases. These responsibilities are set out in the

Learning and Skills Act, and are designed to ensure more effective transitions for young people with SEN on leaving school and moving through post-16 learning. As they come on stream, Connexions Services will discharge this responsibility.

10. The responsibilities for Connexions Services are:

- ?? to ensure that an assessment is undertaken where a young person with a statement of SEN in their last year of schooling is identified as likely to or definitely is leaving school for other post-16 learning. The personal adviser will play a key role in this process, both in terms of drawing existing assessment information together, assessing requirements for future learning and, where necessary, arranging additional specialist assessment;
- ?? to make provision for such assessment and planning to take place in broader circumstances, for example for some young people who are receiving support at school to meet their SEN provision but who does not have a statement; where a young person with a statement stays on at school after compulsory schooling; or where a young person's condition degenerates to a more serious level which suggests that particular support might be appropriate;
- ?? to establish, from an early stage, a process to enable local Connexions services to reach an agreement with the LSC on the range of provision that will be available for a young person with LDD, and how this provision will be accessed;
- ?? to ensure that assessments, plans and reviews in relation to the above take the form of a written record. The development of the Connexions Framework for Assessment, Planning and Review will underpin this process. The Framework is being developed in conjunction with a wide range of partners, and will contain further guidance on how these responsibilities can be discharged. It will be available for the commencement of personal adviser training in Phase 1 areas, due in February 2001;
- ?? to arrange with the local Learning and Skills Council (LSC) and the Employment Service (ES) a review for a young person with LDD in their 19th year, to agree arrangements for appropriate transition from the support provided by the Connexions Service, while ensuring continuity. Where a young person is not ready to use the adult guidance services of the LSC or ES, Connexions Partnerships should continue to support that young person, with the overall aim of helping the client make use of the adult systems that have been set up and to reduce dependency on the Connexions Service. These arrangements will not extend beyond an individual's 25th birthday;
- ?? to ensure that there are relevant specialist assessment services which personal advisers can access as appropriate.

More detailed guidance will follow on these responsibilities including on the arrangements for handling feedback and complaints, and for assessments of people who are over 19.

The role of Connexions for young people with special educational needs/learning difficulties and/or disabilities.

Personal advisers have a number of responsibilities in relation to the DfE SEN Code of Practice. They will:-

- ?? be required to attend the Year 9 annual review of a pupil's statement of SEN (The 'Transition Review');
- ?? contribute to and oversee delivery of the resulting Transition Plan, including, where necessary, arranging an assessment of the needs and provision required to meet those needs of pupils with statements in the last year of compulsory, and some others with learning difficulties and/or disabilities, who intend to transfer to other post-16 learning;
- ?? where appropriate, attend subsequent annual reviews and contribute to the updating of the

transition plan.

These responsibilities will be reflected in the revised SEN Code of Practice. Following consultation in the summer and early autumn on a draft, the final revised code will be published in Spring 2001.

11. Many of these functions will be carried out by personal advisers working with these young people. A number of the specific responsibilities of a personal adviser in this area were set out in *The Connexions Service: Professional Framework for Personal Advisers - Proposals for Consultation*. Further guidance will be issued in due course on both the role of the personal adviser and the use of the Connexions Framework for Assessment, Planning and Review.

12. With regard to making provision, Connexions Services will wish to develop and maintain good working relationships with local voluntary and statutory organisations to deliver appropriate support to young people with learning difficulties and disabilities. Encouraging local voluntary sector organisations to undertake complementary activities will avoid duplication of effort and will assist in gaining access to other funding sources. Services will also benefit in this area from co-operation with the local Social Services adult disability teams and with the work being led by local authorities, in partnership with the local Employment Service (ES), to develop Welfare to Work Joint Investment Plans for disabled people. In the case of the ES, the Connexions Service should seek to agree a local statement of co-operation based on the principles of the national joint statement of arrangements drawn up by the Careers Service National Association and the ES on joint working with Disability Service Teams.

The Learning Gateway: support for 16–18 year olds needing additional help to enter mainstream learning

13. Many young people will make a successful transition from school to post 16 education or training with relative ease. The Learning Gateway is for those 16–18 year olds who are vulnerable at this transition phase and need additional help to enter mainstream learning. The priority is those who are disengaged from learning for whatever reason as well as providing relevant support to those who are in learning but in danger of dropping out. The Connexions Service will be responsible for:

- ?? identifying, with the help of partner organisations including schools, those 16-18 year olds who need additional help to enter mainstream learning, and ensuring these young people receive one to one support from a personal adviser, including initial and basic skills assessment;
- ?? drawing up and agreeing with the young person an Individual Development Plan (IDP) setting out their assessment results, planned action and support to be provided;
- ?? keeping LSCs and their training providers informed of the needs of young people, providing feedback on participants' experiences. The LSC will have responsibility for developing suitable Life Skills learning provision, with personal advisers providing ongoing individual support;
- ?? ensuring a multi-agency approach is used, agreeing an integrated strategy with partner organisations (local LSCs, schools, colleges, local authority youth, social and education services, YOTs, community and voluntary organisations etc.) to help ensure that all those young people who can, are able to make an effective transition to mainstream learning;
- ?? preparing, with the LSC, a Learning Gateway Plan for the operational year. This should bring together the range of expertise in addressing barriers, for example health problems, financial difficulties or family breakdown.

14. The Plan should set out the roles and responsibilities of all partners delivering the Learning Gateway. It should set out the broad characteristics of those young people who will

be supported under the Learning Gateway and estimates of:

- ?? the number of young people and their average duration of stay in the “front end” of the Learning Gateway;
- ?? the number expected in Life Skills and the numbers expected to progress to mainstream learning, both via Life Skills and directly from the “front end”.

Guarantee of Training

15. The LSC will take over TEC/CCTE responsibility for meeting the Guarantee. The Connexions Service has a crucial part to play in assisting the LSC with this, such as in helping to plan provision, matching and referring young people to suitable training opportunities and operating the Guarantee monitoring system.

16. It has been decided that arrangements for the Guarantee will for the present time be taken forward without change (the Guarantee conditions are set out below). Consideration had been given to bringing the placing deadline for First Time Entrants forward to 30th September, but it has been decided for the time being to leave it as is stands ie. the first working day in January of the following year. However, connexions services should view this deadline, and that for Returners, as very much the minimum requirement and not the aim. The close partnership working expected between connexions services and LLSCs, training providers and employers should enable prompt and appropriate placings to be achieved. Delays in identifying and accessing opportunities should be kept to a minimum, thereby reducing the potential for young people’s loss of motivation, sidetracking from the intended option and so on.

Guarantee and Extended Guarantee

17. The following is a description of the Guarantee and its conditions:

Local Learning and Skills Councils are being asked to ensure that the advantages accruing to individuals under the current Guarantee/Extended Guarantee continue in 2001-02. Currently young people under 18 who are not in education, training or a job and who are registered with the Careers Service (or, in future, the Connexions Service) for training are covered by the Guarantee (training in this context means training programmes for young people funded by the TEC/CCTE, or in the future the LSC, and known collectively as Work-Based Learning (WBL)).

This guarantees through procedures hitherto operated by TECs/CCTEs and careers services:

- a) an offer of suitable training, as a minimum a suitable opportunity within Other Training;
- b) adequate support to take up and continue training; and
- c) for non employed-status trainees, the payment of a minimum training allowance while in training.**

The Guarantee is also extended to 18–24 year olds not in education, training or a job if they have been unable to take up or complete training prior to their 18th birthday because of disability, ill health, pregnancy, custodial sentence, remand in custody, language difficulties, or as a result of a care order.

There are close links between the Guarantee and the benefits/allowances system:

- a) **payment of Extended Child Benefit for 16/17 year olds (for a specified period) if they are registered with the Connexions/Careers Service and actively seeking a training place.**
- b) **payment of Young Persons Bridging Allowance for a specified period to 16/17 year olds who have left or lost a training place or a job and are registered with the Connexions/Careers Service and actively seeking a training place.**
- c) **payment of JSA to certain 16/17 year olds (severe hardship cases and prescribed vulnerable groups) if they are registered with the Connexions/Careers Service and actively seeking a training place.**

The conditions of the Guarantee are as follows:

First Time Entrants

First Time Entrants are entitled to assessment and up to two offers (the second offer being contingent on refusal of the first) of a training opportunity to start as follows:

- a) if they leave full time education before 30 June 2001, within 8 weeks of registering for training with the Connexions /Careers Service;
- b) if they leave full time education on or after 30 June 2001 and before 28 June 2002, by 2 January 2002 or within 8 weeks of registering for training with the Connexions/Careers Service, whichever is the later;

First Time Entrants who reach the age of 18 before being made an offer are entitled to assessment and one offer of a training opportunity to start within the appropriate time period set out for Returners.

Where two offers have not resulted in the taking up of training, young persons, on re-registering for training with the Connexions Service/Careers Service, are treated as Returners.

Returner

Returners are entitled to assessment or re-assessment and an offer of one training opportunity to start within 8 weeks of registering or re-registering for training with the Connexions/Careers Service ('the Initial Period'). If this offer is refused and they continue to be Guarantee Group members, they are entitled on re-registration for training to receive a further offer to start in the 8 week period following the end of the Initial Period or within 8 weeks of the date of re-registration if later. If they continue to

refuse an offer, they are entitled on further re-registration for training to one offer in each relevant, subsequent 8 week period until no longer in a Guarantee Group. Returners who reach their 18th birthday during an 8 week period, are entitled to one final offer.

Extended Guarantee

An Extended Guarantee Group member is entitled to assessment and one offer of a training opportunity to commence within 8 weeks of registering for training with the Connexions/Careers Service. If this is rejected without good cause, the young person is not entitled to receive any further offers under the Extended Guarantee.

Refusal of Offers with Good Cause

Where a young person does not, with good cause, take up an offer it does not count towards the number of offers s/he is entitled to.

18. Connexions services are required to monitor progress on the Guarantee in their area, in terms of the total number of young people registered for training and covered by the Guarantee, the number who have been assessed as having additional needs, and the number for whom an offer has not been made by the Guarantee deadline. Connexions services are required to produce a monthly return with this information, agree the return with the relevant Local Learning and Skills Council (formerly TEC/CCTE) and submit the agreed return to DfEE. Full detail of this and other Management Information requirements will follow later, to form a revised Section P of the planning guidance.

19. Although the Guarantee applies to 16/17 year olds, with the Extended Guarantee covering certain 18 year olds and over, this should not be regarded as meaning that the LSC statutory duty in respect of the entitlement of 16-18 year olds is in any way reduced for those 18 year olds not covered by the Guarantee arrangements. Connexions services should aim to treat these remaining 18 year olds according to the principles of the Guarantee, though they should not be included in Guarantee monitoring returns.

20. The Guarantee monitoring guidelines previously used by careers services (providing detailed guidance on how to operate and monitor the Guarantee) are in the process of being reviewed to ensure that all recent policy developments are properly reflected. The guidelines will be issued to Connexions Partnerships as soon as possible in the New Year. Work is also ongoing looking at the detail of the wider links needed between the Connexions Service and the LSC.

21. Whilst it has been decided, for pragmatic systems and resource reasons, not to alter the Guarantee requirements for the present time, the LSC may wish to review the arrangements and make changes in the longer term.

Gifted and talented young people

22. As a universal service, the Connexions Service will be expected to ensure the needs of gifted and talented young people who seek help and advice are met. This should include helping gifted and talented students address their social and emotional needs. When young people seek help from a personal adviser, the adviser should be able to recognise bright young people who may be at risk of underachieving; encouraging young people themselves – and schools and colleges – to nurture that talent. This may include, liaising with schools and colleges to ensure that gifted and talented students are aware of, and are able to access appropriate programmes of study.

23. Excellence in Cities Partnerships already have experience of working with gifted and talented young people in schools. From April 2001, there will be extended provision into post-16 institutions for gifted and talented young people in Excellence in Cities areas. This will help to create seamless support for able 13-19 year olds through to Higher Education in these areas. The post-16 strand will be delivered through Excellence in Cities (EiC) Partnerships, and close working between Connexions and EiC Partnerships is encouraged to promote sharing of best practice and coherence. (Further information on EiC and the Gifted and Talented strand is at: www.standards.dfee.gov.uk/excellencechallenge).

Providing information on benefits and allowances

24. The Connexions Service are expected to make available, general information on benefits and how to claim them, and will need a close working relationship with the ES and the Department of Social Security (DSS) (primarily its Benefits Agency (BA)). However, from the summer of 2001, this relationship will need to extend to the new agency, which will draw together the ES and those parts of DSS dealing with people of working age. The new agency will be important in establishing a new welfare culture which will help people move into work or closer to the labour market whilst paying them the right benefit efficiently and accurately.

25. It should help ensure that clients obtain benefit to which they are entitled, as well as ensuring that the benefits system is not abused. Some young people may need particular help to understand and accept the responsibilities of claiming benefit and the consequences of not adhering to the rules. The service may offer clients help over and above that required by the laid-down instructions, if the client needs it. Benefit payment decisions are always the responsibility of the ES or the BA as appropriate, and the Connexions Service should not give the client an opinion on the likely outcome of any claim or sanction question.

26. Young people aged 16 and 17 are required to register with the Connexions Service as seeking work and training if they need to claim Jobseeker's Allowance, Extended Child Benefit or Young Person's Bridging Allowance. The service will want to endeavour to identify clients who may be eligible to claim these benefits and allowances. In accordance with the laid-down instructions, for these clients the service is required to:

?? assist young people to make a claim;

?? supply certain information, promptly, to the Employment Service (ES) or Department of Social Security (DSS, usually BA) which is required by them to contribute to accurate benefit payment decisions. This will be information such as details of the young person's employment and training history, career aims and planned steps to achieve them, progress towards finding employment and training, any refusals of employment or training opportunities, any placings achieved or other relevant changes in circumstances, and so on. Such provision of information must take place, as appropriate, at the start of a claim and in-claim.

27. Certain provision of information obligations also apply for clients aged 18 and over who are claiming Jobseeker's Allowance.

28. In some areas a small number of 16 & 17 year olds will be involved in the ONE pilot. There are 10 English ONE pilots:

?? South East Essex; ?? Warwickshire; ?? Lea Roding (NE London); ?? Calderdale & Kirklees; ?? Somerset;	?? Buckinghamshire; ?? Leeds; ?? Suffolk; ?? North Nottinghamshire; ?? North Cheshire.
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29. In these areas the Connexions Service will provide, as a compulsory part of the claim process, a careers interview to 16 & 17 year olds claiming any of the ONE benefits (mainly carers, lone parents and those with disabilities). It will confirm attendance at this interview to those responsible for delivering ONE in the locality, and subsequently provide key information on the client's progress in accessing a learning opportunity.

30. The service is encouraged to set up liaison groups with the local ES and BA, and to agree a "Statement of Local Benefit Liaison Arrangements" to cover work in this area.

Related Services

31. Connexions Card will be available from September 2001 to young people aged 16-19 in education or training, although exact arrangements for the management and issue of cards will not be decided until the public/private partnership is in place from January 2001. It is anticipated that the Connexions Partnerships will have a key role to play in ensuring that schools, colleges, work-based training providers and other stakeholders are aware of the aims, objectives and benefits of the Connexions Card. Connexions services will also be well placed to help with communications strategies aimed at stakeholders and will have a central role to play in this.

32. Connexions Partnerships will be contacted in November for their help with the communications strategy for the Card. Following this it is anticipated that the successful public/private partner will contact Connexions Partnerships next Easter.

SECTION H: PERSONAL ADVISERS

****NOTE** ADDITIONAL INFORMATION ON THE ROLES AND TRAINING OF CONNEXIONS ADVISERS HAS BEEN INCLUDED AT THE END OF THIS SECTION**

Key Requirements:

- ?? demonstrating that personal advisers will have a range of backgrounds and experience, and will operate as part of multi-disciplinary teams drawn from a range of organisations;
- ?? demonstrating that personal advisers will work with the local management committee to identify strengths and weaknesses in provision to improve services for young people;
- ?? demonstrating that personal advisers will offer high quality information, advice, guidance and personal development activities for all young people, and support, advocacy and brokering services for young people needing additional assistance.

1. This section sets out, in brief, the emerging role of the Connexions Service personal adviser which is currently being developed with a range of partners including schools, colleges, Social Services, Youth Offending Teams and Employment Service. Further details of the core role and core functions will be included in a personal adviser guidance document which is planned for publication in November.

2. Personal advisers will be drawn from a range of backgrounds and experience, including existing professionals wanting to take on this new challenge, people who may have been working within the community or from within the voluntary sector, and new recruits wishing to train to take on this role. Clearly, a key early task for Connexions Partnerships will be to bring together people from a variety of partner organisations and backgrounds to create these multi-disciplinary teams - able to provide high quality information, advice, guidance and personal development support to young people.

3. Connexions Partnerships and local management committees should demonstrate in their Business Plans that they will have teams of personal advisers able to meet the range and level of needs with which young people will approach the service. All young people will require access to high quality and well informed information, advice and guidance about a range of subjects including education training and careers, help with overcoming incidental and minor barriers to learning, and personal development opportunities. Some of this help will be provided through ICT - the Connexions Website and Connexions Direct helpline, but those young people needing additional advice and guidance will require help from people with the professional training to provide that advice and support. Some will also require much more intensive support - the continuing support of a personal adviser able to tackle a range of barriers to learning.

4. Clearly the large range in the amount of help young people will need - from the young person who only requires some advice about choice of GCSEs or post-16 options, to the young person who requires intensive, sustained help to cope with severe barriers to learning - will have a major impact on caseloads. Partnerships will have at their disposal extra resources to take on new staff, in addition to the staff teams constructed from the jigsaw of local partners (including the contribution of the voluntary sector) which can be deployed more efficiently. A crucial management challenge for Partnerships will, however, be to guard against advisers spreading their time too thinly when working with young people facing the most severe problems and not being effective. When considering appropriate caseloads for this group, options might include:

- ?? targeting the extra resources on particular age groups - such as 13 year olds and 16 year olds (to pick up those not in education, training or employment) and adding age groups as more resources become available;
- ?? targeting particular districts or neighbourhoods within Partnership areas;
- ?? working as part of wider community regeneration initiatives to achieve maximum impact;
- ?? to reflect the gradual build up of the service.

5. Experience from the Connexions Pilots has already revealed the value of recruiting personal advisers with a variety of skills and experience to operate at a range of different levels - from 'apprentice' to senior adviser, in addition to having different specialisms. The further guidance on personal advisers will include details of this emerging career structure, and the implications it has both for the degree of responsibility associated with each level, and for terms and conditions.

Key roles of the personal adviser

6. Young people will be expected to have access to personal advisers able to undertake the following key roles:

- ?? *Providing high quality information, advice and guidance* - Connexions will be a universal service for all young people and a key element will be providing high quality information, advice and guidance on all aspects of education, training and careers.
- ?? *Influencing the quality and appropriateness of provision for young people* - personal advisers will have a role in assessing and influencing the appropriateness of provision available for young people. This will include not only education and training provision but also wider services for young people delivered by other agencies.
- ?? *Delivering personal development opportunities* - personal advisers will have a role in both delivering, and working with those delivering, a coherent set of development opportunities for young people involving different ways of working with young people and building on good youth work practice.
- ?? *Advocacy* - personal advisers will use advocacy skills to ensure young people get the help they need. Some young people will need considerable additional support and advice which may involve the personal adviser acting on their behalf, for example to find a suitable place in education, training or employment, or to access services provided by other agencies.
- ?? *Brokerage* - personal advisers will provide a brokering service which may include making connections and links between the range of provision and services to ensure young people are able to gain access to appropriate opportunities and services.
- ?? *Linking to other organisations* - personal advisers will establish close links with other agencies to ensure smooth transitions for young people - for example with further education colleges, higher education institutions and training providers; and the Employment Service, for young people unemployed at the ages of 18 and 19.
- ?? *Supporting young people in care* - young people in care will have access to a Connexions personal adviser from the age of 13 onwards. Because of their particular needs, they will be considered as a priority group for the provision of services, including personal adviser resources. At 16 a Social Services' Young Person's Adviser will be appointed under the new leaving care legislation (Children (Leaving Care) Bill) and a decision taken about whether the existing Connexions personal adviser has the requisite qualifications to take on the new functions. This judgement will ultimately be a matter for the local authority social services department. The Connexions personal adviser working with a young person before the age of 16 will have a major contribution to make to the assessment and pathway planning process which is required under the new legislation. The pathway plan will also build on a young person's care plan and personal education plan.
- ?? *Supporting Youth Offenders* - personal advisers working as part of Youth Offending Teams may have an enforcement role, and the further guidance will include advice on non-co-

operation and unacceptable behaviour. Personal advisers will also have an important role linking to secure establishments for young people who are detained, in order that they can continue into appropriate mainstream education, training or employment routes.

?? *Assessment, planning and review* - the role of the personal adviser will include identifying and addressing the range of barriers to learning which face young people. A framework for assessment, planning and review is being developed with consultants to support them in that work. This is a cross-departmental initiative, and will involve consultation with a wide range of relevant partners. Personal advisers will be required to use the framework, which will incorporate guidance on assessment, planning and review, along with relevant documentation. The framework is intended to encompass assessment and planning practice in the universal service, but the initial documentation and guidance will be designed to support personal advisers who are working on a one-to-one basis with a young person. In order to minimise bureaucracy, the framework will not be entirely new, but will link with and build on existing assessment frameworks, for example those that apply to Children in Need and Looked After Children. The framework will be supported by software, linked to the Connexions tracking system, to enable personal advisers to undertake record keeping and monitoring. Further guidance on this process and possible hardware requirements will be issued at a later stage.

Training arrangements

7. All people entering the Connexions Service as personal advisers will be expected to attend and complete approved training before they can be registered to work as Connexions Service personal advisers. A training programme for Connexions is currently being developed to meet the varying training needs of the range of people who will become personal advisers - both in terms of the level of their expertise and their degree of specialism. The two initial elements of this proposed programme will be:

?? a **Diploma for personal advisers** for existing professionals converting to become Connexions personal advisers. This Diploma is designed for those staff who will be spending much of their time working with young people who need significant amounts of help. It has also been designed to provide a first qualification for those without professional qualifications, to enable them to work as entry level personal advisers under close supervision. It will cover five core skill areas:

- ?? engaging with young people;
- ?? working to secure change with young people, their parents and/or carers and practitioners in the mainstream environment;
- ?? securing an optimal response from all organisations and the community in supporting a young person through change;
- ?? evidence based practice demonstrating success, keeping in touch, record keeping, measurement and evaluation;
- ?? improving service delivery to young people through reflective practice in context.

?? an '**Understanding Connexions**' course for existing professionals wishing to work as part of Connexions, but mainly as specialist personal advisers. This training will be drawn from the Diploma and allow progression to the full Diploma for those wishing to develop their skills and become fully qualified Connexions personal advisers.

8. The Diploma and Understanding Connexions course will be fully piloted in the Connexions pilot areas, and their suitability closely evaluated by managers and practitioners, before the main roll-out of the training programme.

9. The proposed programme will have three other elements:

- ?? an **extension programme for those holding the Diploma, but without professional qualifications** including the possibility to move into a specialism;
- ?? an **access course** to allow wider access to the Diploma;
- ?? a **Connexions management** course to develop team leader and supervisory skills.

Training cover arrangements

10. Connexions training will clearly be the key training priority for staff joining the service from partner organisations, and plans should reflect that priority. Partnerships should ensure that their plans make appropriate provision for the release of staff to undertake the training programmes. A document on recruitment and training, setting out the nature and style of training will be issued shortly, but as a guide, the Diploma is likely to include 10 days training, some facilitated learning in groups, and a significant amount of distance learning. The Understanding Connexions course will involve around 10 days training. Connexions Partnerships should ensure they identify with their Business Plans and from within existing budgets, funding provision to meet training cover needs.

Recruitment

11. Plans should demonstrate that Partnerships have developed a human resource strategy to recruit the extra staff required to deliver the service. This strategy should make clear how this will be achieved without unduly affecting the delivery of associated services - such as social work. Plans should include details of how personal advisers will be recruited at a range of levels of expertise, and from a range of backgrounds. Plans should also show how Partnerships will ensure that the stock of personal advisers reflects the diversity of local communities and, where necessary, the steps they will take to increase the numbers of personal advisers from under-represented parts of the community. The Connexions Pilots have already demonstrated the success of adopting innovative approaches to recruitment, and further details will be included in the document on recruitment and training to be issued shortly.

Vetting of personal advisers

12. The Connexions Service will bring together current advisory and support services for young people into a coherent network of support, anchored in a single point of contact by personal advisers. The role of the personal adviser is key and young people, who will access this service, will have substantial and unsupervised access to them. The Connexions Service National Unit will develop and advise on recruitment processes which ensure, as far as possible, that unsuitable applicants are not recruited as Connexions Service personal advisers. This work is currently underway and will aim to identify how this can be achieved through design of an effective recruitment process.

Brokerage

School / college / training provider/employer

- Securing more appropriate services for young people eg. enhanced resources
- Contributing to SEN/G&T/curriculum/work experience practice/PSHE careers education/citizenship
- Building on existing service
- Sharing evidence based practice

Informal & community networks

- Enabling access to community services
Working in partnership with the voluntary sector on brokerage
- Securing participation in personal development programmes eg. leisure/ arts/ sport
- Influencing provision & involvement
- Promoting involvement in volunteering
- Ensuring access to community mentors and peer mentors

Planning & working with other agencies eg. Social Services, YOTs, housing associations

- Working to appropriate protocols, partnership agreements & common values
- Influencing and shaping provision
- Advocacy
- Tracking and caseload management

Review

- Tracking young people
- Monitoring progress against plans
- Refining plans
- Gathering performance management and information (including feedback from young people and parents/carers)
- Reviewing performance to inform evidence based practice

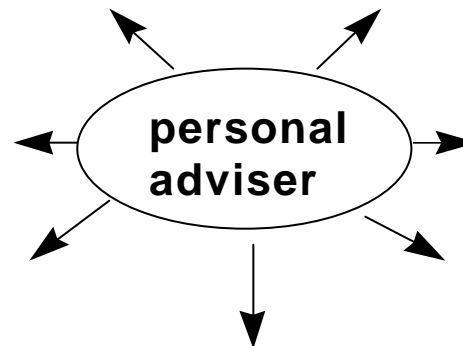
Direct work

Assessment

- Using Connexions Assessment Framework and other information gathering
- Anticipating likely level of need - information/support & guidance/specialist referral

Planning and intervention

- Wide ranging information, advice, guidance
- Engaging young people
- Working to agree the nature of the key issues
- Individual and or group work
- Referral to other Connexions Services and other specialist agencies
- Action planning
- Providing personal development programmes
- Responding to self-referrals and professional referrals



CONNEXIONS SERVICE: ADVISERS AND TRAINING

UPDATE ON SECTION H OF THE PLANNING GUIDANCE

Introduction

1. This note provides further information on the roles and training of Connexions Advisers. It has been developed from an paper discussed with key partners at a seminar on 8 December.

Background

2. The Planning Guidance provided further details of the Personal Advisers role, over and above that provided by earlier Connexions publications. This work has been taken forward in discussion with Pilots and Phase 1 Partnerships, and through the 8 December seminar. The results of that work are set out in this paper. **We do, however, recognise that these are emerging roles and that they will continue to evolve within pilot areas and during roll out next year.**

Defining the role – the starting point

3. The Connexions Service will provide a universal and targeted service and must cater for the varying needs of all young people. To be successful, Connexions must have staff able to meet the range and level of needs with which young people will approach the service. All young people will require access to high quality and well informed information advice and guidance about a range of subjects including education training and careers from people with the professional training to provide that advice and support. Some will also require much more intensive support and this will be identified and co-ordinated by Connexions Service Personal Advisers.

4. The Service must build on the existing valuable professional skills and experience of staff, and offer those staff the opportunity to extend their knowledge and skills to enable them to fulfil the role of Personal Adviser. This will allow Personal Adviser to bring to bear both their existing professional skills and the extra skills of a Personal Adviser to supporting young people. A key challenge for Partnerships will be to construct multi disciplinary teams, matching the needs of young people with the discrete set of skills of Personal Advisers drawn from each of the professional groupings, within a new and coherent service.

5. Training existing and new staff to take on the Connexions Adviser role will place large opportunity costs on Partnerships and individuals. As part of their HR strategies, Partnerships will need to ensure that they have the balance of staff trained appropriately to meet the range of needs of young people in their areas.

What does this mean in practice?

6. The most efficient and effective way of meeting these requirements, at least in the short term, is to develop three types of Connexions Advisers.

Connexions Personal Advisers - working with those young people facing a range of barriers and needing in-depth support

7. These Advisers will be operating in the full role and functions of the Personal Adviser, probably have a mixed caseload, but with a concentration on those with multiple barriers, and an aptitude for this challenging work. The Personal Adviser is likely to be engaged with a range of young people - from those requiring intensive work and support for change, to those requiring help with a specific/clearly defined problem or difficulty.

8. We envisage that Personal Advisers will combine a professional specialism, such as careers, youth or social work, with the skills required to take on the PA role. PAs will enhance their existing skills to encompass the additional skills required to be a PA, as part of multi-disciplinary teams. We do not expect PAs to be able to cover all the areas of expertise required to work with young people facing multiple difficulties.

9. These advisers will be trained specifically to work with young people facing a range of barriers to effective participation, and we envisage this being a major part of their job. But in planning caseloads, Partnership managers may wish to consider mixed caseloads, since this would help to ensure that PAs have a balanced view of young people's potential – and what they might achieve; and do not become stigmatised as working with only one particular group of young people. It might also help to reduce 'burn-out'.

Caseloads

10. Based on experience from the Learning Gateway and other initiatives working with young people facing multiple barriers, caseloads of around 10-20 young people at any one time appear to be appropriate for those requiring the most support. The Planning Guidance advised Partnerships against spreading adviser time too thin, and suggested a number of options for targeting resources on age groups and neighbourhoods - which can be extended as funding (and staffing) build up.

11. In devising caseloads for working with those facing multiple barriers, Partnerships should take into account the contribution that **advisers working with young people leaving care**, and **YOT personal advisers** will make to this work. They should also consider the contribution that other agencies, working for instance as part of wider community regeneration initiatives, could make, including the voluntary sector.

12. A sample Personal Adviser job description and supporting functional map is enclosed with this note. The job description is for Partnerships to draw on and tailor to the specific requirements of particular posts.

Connexions Advisers working primarily within their existing professional field, but undertaking part of the full Personal Adviser role.

13. Given the wide range of help that young people will seek from Connexions, and the large proportion of young people who will not require intensive one-to-one support, Partnerships are advised to train some staff to act as Connexions Advisers working primarily within their existing profession field. These staff should undertake training (Understanding Connexions training, as set out below) to develop their skills and enable them to work effectively in the Connexions context, but need not be trained to work with those young people facing multiple barriers.

14. In the case of **careers workers**, their role will involve providing high quality and well informed information, advice and guidance about a range of subjects including education, training, careers and personal development opportunities, but also help with overcoming

incidental and minor barriers to learning.

15. In the case of **youth workers**, their role will involve continuing to run youth work projects, coordinated with other Connexions work, and providing personal development opportunities and/or 'signposting' for young people to other professionals within multi-disciplinary teams where appropriate.

16. Personal Advisers trained for this role who identify through assessment young people likely to require substantial amounts of help will support as far as possible but within the limits of their skill and knowledge before referring to Personal Advisers or external agencies.

17. Clearly these Advisers will have larger caseloads than Personal Advisers working with young people requiring intensive support. When considering caseloads, Partnerships should consider the contributions of support staff, and others providing basic information and advice, and of ICT, such as Connexions Direct.

Specialist Adviser

18. Operating within the multi-disciplinary teams will also be Specialist Advisers who will provide young people with more specific support in the professional areas covered by the Connexions Umbrella. This will include advisers on issues such as substance and drug abuse; teenage pregnancy advice; health including mental health; and counselling. It might also include specialist aspects of information, advice and guidance on learning and careers, for instance special needs. They are likely to perform a specialist role either as a source of expertise for colleagues, or to take referrals. As part of their work they may also undertake some of the wider responsibilities of Connexions Personal Advisers, including brokerage, referral and overcoming less fundamental barriers to learning.

How many PAs of each type will Partnerships need?

19. Connexions Partnerships will need to identify as part of the delivery of the Connexions Service in their area, the numbers of Personal Advisers needed to meet the needs of individuals within the 13 – 19 cohort within their region. On a national level, very broadly, we consider that the balance in the first year of implementation is likely to be about half Connexions Advisers working with those facing multiple barriers, and about half delivering the 'universal' service.

Career structure for Personal Advisers

20. Work with Pilots and Partnerships has suggested a three level career structure for Personal Advisers, with the possibility of sub-levels within the three level structure:

- ?? Fully Qualified – holding a professional qualification, such as careers, youth or social work, plus having undertaken appropriate Connexions training. Given the extra commitment involved, we would anticipate that those staff holding a professional qualification and Diploma for Personal Advisers would have higher status within this level;
- ?? Probationary – part way through a professional qualification (such as QCG) – with various sub levels including those holding appropriate Connexions training, but not yet professional qualifications
- ?? Trainee or project worker– in terms of Connexions or professional qualifications. People entering Connexions at this level may already be involved in running youth programmes or providing information and guidance, for instance in youth information

centres. They may also be drawn from community or voluntary organisations and have an aptitude for, and experience of, working with young people facing multiple barriers, but without formal qualifications.

21. The attached job description and functional map for Personal Advisers set out the 'generic' skills. Clearly the particular roles which individuals at each level might perform, and, crucially, with what levels of supervision will be a key issue for Partnership managers.

22. We will be issuing further guidance on the particular roles of trainees and of 'project workers' from voluntary and community organisations in the New Year.

Proposed Connexions training programme

23. To support this differentiation of role and level within Connexions Advisers, the following training programme is being constructed:

?? Diploma for Personal Advisers

The Diploma has been designed primarily for **existing professionals who wish to become PAs working with young people requiring substantial one-to-one support**. It is a substantial training programme and we will be closely evaluating its effectiveness at providing appropriate training for this group. The Diploma has also been proposed by the Design Team as a suitable first qualification for new PAs who wish to work with the hardest to help, but who do not have professional qualifications, in that it will give them some of the skills they require to work with the hardest to help young people. The appropriateness of the Diploma for these staff will be closely evaluated in the Pilot phase, as will the effectiveness of mixed or separate training groups for existing professionals and new recruits. **Clearly new recruits (such as recent graduates or people with substantial experience of working with young people) holding the Diploma but without existing appropriate professional qualifications or equivalent would be required to work under substantial supervision, in a junior role, until they had acquired further qualifications.**

?? Understanding Connexions

This course is being designed to meet the training needs of those **existing professionals whose main role will be to deliver the Universal Service**. It was added to the training programme because it seemed unnecessary and unrealistic to expect existing staff, particularly careers officers or youth workers, to undergo the full Diploma training if their main role would be to provide careers information advice and guidance, or youth work opportunities. The course will be designed to ensure that existing staff are fully aware of the new context, working practices and culture of Connexions. The initial proposal is for around 10 days training. The training will be closely related to the Diploma, to allow it to be taken into account if advisers decide to increase their skills by progressing to the Diploma.

?? an **Extension programme for those holding the Diploma**, but not other professional qualifications, which might include the possibility to undertake further qualifications to move into a specialism;

?? an **Access course** to allow wider access to the Diploma. This will be particularly appropriate for people working in a range of settings with young people, but without formal qualifications. It will give them the first rung on the ladder of training to become fully qualified PAs. We also need to explore how work based NVQ routes will link to higher level

Connexions training;

?? a **Connexions management** course to develop team leader and supervisory skills. Further work is needed on development of the management programme and the extension programme. There is a need to issue management, supervisory and Team Leader guidance and this will be discussed during the seminar.

Transition period

24. There will be a transition period during which staff joining Connexions will be trained as the service is being developed and rolled-out. We will work with Partnerships on planning the training of their staff. Once the initial transition period has been completed, it may be appropriate to consider the requirements that might be placed on Partnerships to ensure all staff have had appropriate training to perform their role.

25. We have appointed CfBT to project manage the administration of training, and they will be contacting Partnerships early in the New Year to discuss training plans.

PROPOSED CAREER STRUCTURE AND ASSOCIATED TRAINING FOR CONNEXIONS ADVISERS

RECRUITMENT ROUTE	INITIAL QUALIFICATIONS	INITIAL TRAINING	FURTHER TRAINING REQUIRED TO BE FULLY QUALIFIED PA
CONNEXIONS PERSONAL ADVISERS WORKING WITH THOSE FACING MULTIPLE BARRIERS			
Trainee PAs/project workers	Level 2, or relevant experience, aptitude	Access route followed by Diploma for Personal Advisers	Extension PA training or specialist training/career/youth/social work
Probationary PAs	Graduate, or Level 3 with relevant experience and aptitude	Diploma	Extension PA training or specialist professional training
Probationary PAs	Completing work based element of professional qualification, such as careers or youth work qualifications	Diploma	
Qualified Profession PAs, including Quality Protect Advisers working with young people leaving care	Career, youth or social work qualification	Diploma	Optional extension training to broaden professional base e.g. social or youth workers may wish to undertake training in careers guidance.
YOT staff selected to become Connexions PAs	Various	Diploma	

CONNEXIONS ADVISERS DELIVERING THE UNIVERSAL SERVICE			
Specialist Careers Guidance Centre Based Youth Workers	Careers qualifications Youth work qualification	Understanding Connexions	Diploma
SPECIALIST ADVISERS	Various	Understanding Connexions	Diploma
CONNEXIONS MANAGERS			
Local/Area Managers	Youth, careers or social work qualifications	Connexions Management training	
Partnership Managers	Youth, careers or social work qualifications	Connexions Management training?	

STAFF WORKING WITH CONNEXIONS			
Learning Mentors	Various, around 60% graduate level with teaching, youth, social or careers work backgrounds	Tailored version of Understanding Connexions training If working as part of CXS in the school	Optional Diploma or Connexions management training
OTHERS WORKING CLOSELY IN PARTNERSHIP WITH CONNEXIONS	Various	Understanding Connexions	

Voluntary Sector Support Workers e.g. - Foyer Staff - Youth Information Staff - Volunteer Youth Workers - Voluntary sector providers offering specialist services	Various	Depends on the contract/agreements with Connexions Partnership and role individuals want to play – as a Connexions PA or specialist advisers.	
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CONNEXIONS PERSONAL ADVISERS - WORKING WITH THOSE YOUNG PEOPLE FACING A RANGE OF BARRIERS AND NEEDING IN-DEPTH SUPPORT

FRAMEWORK JOB DESCRIPTION

Note: Based on draft functional map (version 4) - subject to further development.

Role Purpose: To ensure that the needs of individual young people are met so that they are able and motivated to engage in mainstream education, training and work opportunities.

Responsibilities:

1) Engage with young people to identify and address their needs which affect their education and employment.

- ?? Implement the principle that the welfare of the young person is paramount.
- ?? Identify the needs and abilities of young people through the use of appropriate diagnostic processes and assessment tools.
- ?? Develop, maintain and disengage from relationships with young people to promote education, training and work opportunities.
- ?? Provide sustained support to young people to enable them to access and maintain education and career paths.
- ?? Empower young people to make decisions in order to realise their potential.
- ?? Enable young people to develop their personal and social skills.
- ?? Advise on options that will meet the needs, abilities and aspirations of young people.
- ?? Develop action plans with young people to meet their identified needs.
- ?? Guide young people through the implications of their choices at key transition points.
- ?? Review young people's progress with them on a regular basis.
- ?? Help young people prepare themselves for referral to other services of provision.

2) Utilise and support education and training institutions and employers in meeting the needs of young people.

- ?? Identify and enable access to the full range of education, training and employment opportunities for young people.
- ?? Co-ordinate the development and implementation of individual plans for young people to ensure that their needs are met.
- ?? Contribute to influencing the culture of education, training and employing organisations to maximise opportunities for young people's engagement.
- ?? Advocate on behalf of young people with their education, training or employing organisation.

3) Work with a network of voluntary, statutory and community agencies to remove barriers to learning and employment for young people, including through case conferences.

- ?? Research and assess the actual and potential roles of different agencies in meeting young people's needs.
- ?? Develop and sustain effective working relationships with staff in other agencies.
- ?? Contribute to agencies' assessments of individual young people's needs and abilities.
- ?? Utilise the services of agencies offering support to meet the needs of young people.
- ?? Mediate between young people and other parties.
- ?? Advocate on behalf of young people with agencies.
- ?? Monitor and evaluate performance of service providers in relation to young people.
- ?? Influence agencies to meet the needs of young people.
- ?? Co-ordinate different agencies' plans for individual young people to ensure cohesion and minimise gaps and overlap.

4) Work with parents, carers and families to engage young people in education, training and employment opportunities.

- ?? Identify individuals with parental responsibility and others with interest in, and responsibility towards the young people.
- ?? Identify with the young person barriers to learning / employment related to the home situation.
- ?? Enable family members and others, through discussion with young people, to contribute to maximising the young person's potential.

5) Manage information to facilitate the process of meeting the needs of young people.

- ?? Access appropriate information about young people from other agencies to help identify their needs and abilities.
- ?? Provide information to other agencies to enable needs to be met and abilities developed.
- ?? Maintain records to allow the progress of individual young people to be monitored and contact maintained.
- ?? Enable young people to access and understand information that will help them make decisions.
- ?? Enable all parties involved to understand the limits of confidentiality.
- ?? Support young people in using Connexions Service complaints procedures, and in making complaints about other agencies where necessary.

6) Manage yourself and ensure your own professional practice.

- ?? Manage your personal case load to ensure the needs of individual young people are met.
- ?? Work to professional standards and within identified professional boundaries.
- ?? Foster people's equality, diversity and rights.
- ?? Actively participate in the supervision process.
- ?? Use research to inform your practice.
- ?? Enable and undertake innovative, needs-led practice.
- ?? Undertake continuing professional development.
- ?? Contribute to the maintenance of health and safety.

Functional Map of the Connexions Personal Adviser Role:

Key Purpose

To ensure that the needs of individual young people are met so that they are able and motivated to engage in mainstream education, training and work opportunities.

Key Roles

- A. A. Engage with young people to identify and address their needs.
- B. Utilise and support education and training institutions and employment opportunities.
- C. Work with a network of voluntary, statutory and community agencies to promote employment for young people.
- D. Work with parents, carers and families to engage young people in employment opportunities.
- E. Manage information to facilitate the process of meeting the needs of young people.
- F. Manage yourself and ensure your own professional practice.

Draft Functional Units

Key Role A Engage with young people to identify and address their needs which affect their education

- A1 Implement the principle that the welfare of the young person is paramount.
- A2 Identify the needs and abilities of young people through the use of appropriate diagnostic processes
- A3 Develop, maintain and disengage from relationships with young people to promote education, training and employment
- A4 Provide sustained support to young people to enable them to access and maintain education and career paths.
- A5 Empower young people to make decisions in order to realise their potential.
- A6 Enable young people to develop their personal and social skills.
- A7 Advise on options that will meet the needs, abilities and aspirations of young people.
- A8 Develop action plans with young people to meet their identified needs.
- A9 Guide young people through the implications of their choices at key transition points.
- A10 Review young people's progress with them on a regular basis.
- A11 Help young people prepare themselves for referral to other services of provision.

Key Role B Utilise and support education and training institutions and employers in meeting the needs of young people

- B1 Identify and enable access to the full range of education, training and employment opportunities for young people
- B2 Co-ordinate the development and implementation of individual plans for young people to ensure that they meet their needs
- B3 Contribute to influencing the culture of education, training and employing organisations to maximise their effectiveness and engagement.
- B4 Advocate on behalf of young people with their education, training or employing organisation.

Key Role C Work with a network of voluntary, statutory and community agencies to remove barriers to young people.

- C1 Research and assess the actual and potential roles of different agencies in meeting young people's needs
- C2 Develop and sustain effective working relationships with staff in other agencies.
- C3 Contribute to agencies' assessments of individual young people's needs and abilities.
- C4 Utilise the services of agencies offering support to meet the needs of young people.
- C5 Mediate between young people and other parties.
- C6 Advocate on behalf of young people with agencies.
- C7 Monitor and evaluate performance of service providers in relation to young people.
- C8 Influence agencies to meet the needs of young people.
- C9 Co-ordinate different agencies' plans for individual young people to ensure cohesion and minimise gaps in provision.

Key Role D Work with parents, carers and families to engage young people in education, training and employment.

D1 Identify individuals with parental responsibility and others with interest in, and responsibility towards the young person.

D2 Identify with the young person barriers to learning / employment related to the home situation.

D3 Enable family members and others, through discussion with young people, to contribute to maximising the young person's opportunities.

Key Role E Manage information to facilitate the process of meeting the needs of young people.

E1 Access appropriate information about young people from other agencies to help identify their needs and to plan for their future.

E2 Provide information to other agencies to enable needs to be met and abilities developed.

E3 Maintain records to allow the progress of individual young people to be monitored and contact maintained.

E4 Enable young people to access and understand information that will help them make decisions.

E5 Enable all parties involved to understand the limits of confidentiality.

E6 Support young people in making complaints regarding the Connexions Service and other agencies where appropriate.

Key Role F Manage yourself and ensure your own professional practice.

F1 Manage your personal case load to ensure the needs of individual young people are met.

F2 Work to professional standards and within identified professional boundaries.

F3 Foster people's equality, diversity and rights.

F4 Actively participate in the supervision process.

F5 Use research to inform your practice.

F6 Enable and undertake innovative, needs-led practice.

F7 Undertake continuing professional development.

F8 Contribute to the maintenance of health and safety.

SECTION I: WORKING WITH SCHOOLS AND COLLEGES

Note: 1 **The Schools Guidance Note issued to secondary schools in the November batch, and the letter of 13 November from Anne Weinstock to the Principals of FE sector and out of sector colleges, should also be taken into account in the preparation of business plans and in the delivery of the Service.**

Note: 2 This section now contains a supplement dealing with Connexions in Faith Schools.

Key Requirements:

- ?? provide both a universal information, advice and guidance service to all pupils and personal support;
- ?? agreement between schools/colleges and the Partnership to define how the Connexions Service will operate in schools and colleges

Schools

1. The Connexions Service will support schools in their aim to help all young people achieve their potential. It has been agreed from the outset (*Connexions - the best start for every young person, February 2000*) that the Connexions Service will need to have a strong base in school. We want to increase schools' scope to manage the full range of professionals involved in providing support for their pupils. To this end, Headteachers will have day-to-day responsibility for the work of Connexions in schools, within partnership agreements between Headteachers and the Connexions Service which will define what Connexions will do in each school, based on assessment of the needs of pupils. Headteachers will be able to link Connexions closely with the school team which provides personal support to pupils, in order to build on but not substitute or duplicate the effective pastoral and other support that schools already offer.

2. The advent of the Connexions Service will create an opportunity to develop the overall approach to supporting young people in schools - not just those affected by the services subsumed in Connexions, but also some core functions of schools. We can expect Connexions to enhance existing good work, for instance, on careers education, pastoral support for pupils, the flexible use of vocational options, business links, work experience, study support etc. Looking ahead, the 14-19 coherence agenda offers further opportunities to develop the support given to help pupils progress. This argues for allowing a flexible approach in linking Connexions into the core functions of schools, and for a dynamic approach to sharing good practice and developing staff roles. Headteachers may want to include Connexions in their school development plans as a significant new development.

Services to pupils

3. Connexions offers both a **universal** advice and guidance service to all pupils and **personal support** to those in need. The universal service will, within the overall work of the school, support:

- ?? learning opportunities that introduce pupils to the world of work;
- ?? access to information, advice and guidance on a wide range of issues of concern to young people, direct or through services such as Connexions Direct, including impartial careers advice on post-16 learning options;
- ?? a co-ordinated approach to the school's programme of careers education/PSHE/ citizenship, and the school's pastoral support system.

4. The Connexions Service will work collaboratively with schools to help pull together into a coherent whole the work of the school in: providing first class careers education as part of the curriculum linked in with PSHE and Citizenship; the effective and planned use of ICT (for example through Connexions Direct, the internet); helping parents to support their children's progress; developing links with the wider community, including the use of volunteer community mentors; broader youth work/personal development activities, summer activities and study support, work experience and peer support.

5. Pupils who need personal support will have access to a personal adviser. Schools will be able to identify, in the light of the pastoral work they already do, which pupils need ongoing personal support from a personal adviser. Contact with an adviser can be on school premises or elsewhere. Personal adviser intervention will be based on sound assessment of young people's needs and can include:

- ?? one-to-one mentoring (including community mentors where appropriate);
- ?? group or peer support and personal development activities;
- ?? referral to specialist services in and outside the school (health, social services, study support etc.);
- ?? work with parents and carers;
- ?? arranging packages outside the school, such as vocational courses in Further Education (FE) colleges, work experience, community support for 14-16 year olds: monitoring the young persons' progress on behalf of the school as appropriate.

Operational responsibilities

6. Headteachers will select who will work in their schools, either from a pool of people offered by the Connexions Partnership, or through involvement in co-ordinated recruitment and selection activities where pool applicants are not suitable.

7. Headteachers will discuss with the local Connexions manager a partnership agreement setting out how the Connexions Service will guide and support their pupils and how Connexions staff will work alongside school staff like SENCOs, Learning Mentors or welfare staff, and LEA staff like Education Welfare Officers. Various ways of operating will be possible, singly or in combination, including:

- ?? a Connexions personal adviser working primarily with a small group of priority pupils, and leading the input of professionals and volunteers outside the school in relation to those pupils, as directed by school managers and in close liaison with the school's pastoral team;
- ?? a Connexions personal adviser working under school management to identify the needs and oversee the whole cohort in relation to career choice and progression, but working closely with individual pupils as needs arise from time to time;
- ?? an existing member of school staff financed, tasked and trained in the same way as a Connexions Service personal adviser. This would be appropriate if, for instance, a school has a part-time learning mentor whose hours could be increased to fill the Connexions role.

8. Whichever model is chosen, a key requirement will be how the Connexions Service will work with the school to ensure that all young people have access to impartial careers information, advice and guidance. The Connexions Service should have the final say on how this is to be achieved.

9. We expect the majority of personal advisers will be employed by the Connexions

Partnership. There will be range of approaches, including personal advisers employed as Partnership employees, under sub-contract, on secondment, as well as directly employed by the school.

Connexions and Excellence in Cities Learning Mentors

10. The following parameters have been established:

- ?? Connexions funding will be **additional** to Excellence in Cities (EiC) funding;
- ?? a young person will look to a single adult for personal support - for example, a Learning Mentor in an EiC school, or a Connexions personal adviser;
- ?? in EiC areas, the Connexions Service may concentrate particularly on filling gaps in specialist support - vocational guidance, specialist counselling etc. - which might be shared over a number of schools. Overall, plans for the use of Connexions Service resources should be based on a sound assessment of the needs of young people locally, and existing services;
- ?? all young people should have access to impartial information, advice and guidance on learning and career options.

Education Welfare

11. The most important function that Education Welfare Services (EWS) perform is work with schools on attendance. This covers involvement with individual pupils and their families, to addressing issues concerned with school management of attendance. There is a key role for the EWS to identify and evaluate the needs of young people at risk of not attending school and to set targets to improve attendance of the children concerned.

12. The EWS also have an important contribution to make to the wider work of the Connexions Service. Local authorities will be expected to incorporate part of the EWS into the Connexions Service. Some LEAs are moving towards basing most of their EWS for secondary pupils in schools. EWOs have an important part to play as part of a wider professional group who will work alongside Connexions personal advisers, and in some cases to take on the personal adviser role and share common objectives. When devoting resources to the Connexions Service, however, it will also be important that local authorities preserve the wider work of Education Welfare Services in their areas, and that these activities are also properly integrated with the Connexions Service. This will also involve bringing back into learning pupils who are currently not enrolled in school.

13. The mechanics of the relationship are being worked out in consultation with EWO representatives. We expect a similar working relationship to that proposed for Learning Mentors.

Working relationships

14. School Headteachers will be represented on the Connexions local management committee and each school will develop a partnership agreement with its local Connexions Service to enhance the guidance and support given to pupils. Agreements will need to cover:

- ?? *resources*. Within overall budget limits for the area, what Connexions Service resources are available to the school, what the school does not currently provide and how to fill the gap (drawing on a 'mixed economy' of personal advisers from the public, private and voluntary sectors);
- ?? *objectives and targets*. With a view to Connexions supporting the school in meeting individual needs and learning objectives, enhancing school targets for attendance, inclusion and attainment, and developing work experience and community links;
- ?? *prioritising guidance and support*. How pupils who need personal support will be identified (eg through Year 9 'progress checks'), and how Connexions will work alongside school staff;
- ?? *access*. How pupils and parents will be informed of, and can access, the support,

- guidance and information available from the Connexions Service;
- ?? *out of school support*. Arrangements for supporting pupils of compulsory school age who are not attending school, and for supporting attenders out of school hours, e.g. at the weekends and in holidays;
- ?? *impartiality*. How the impartiality of information, advice and guidance on Key Stage 4 courses and post-16 options will be guaranteed;
- ?? *child protection*. Any other issues affecting the rights of pupils;
- ?? *management*. How personal advisers will be managed day-to-day; how the personal advisers will receive personal support, appraisal and development;
- ?? *data collection and sharing*. Both in aggregate and on individual pupils.

School Nurses

15. School nurses provide valuable support and advice to teachers and schools on a range of health issues, on identifying social care needs, on providing advice on relationships and sex education, and personal health and social education programmes and citizenship. *Our Healthier Nation: Saving Lives* (Department of Health White Paper, July 1999) set out the Government's action plan to tackle poor health. The paper recognises the crucial part that school nurses - amongst others - can play in promoting health and preventing illness, and that school nurses are ideally placed to help children and their parents.

16. Connexions Service personal advisers will need to be made aware of, and work closely with, school nurses. As school nurses have a wider expertise and understanding of the health care system in their area, in addition to the work which they do directly with children and families, they will also be able to act as a signpost for more specialist provision. Meetings are being held with the relevant professional bodies to explore with them how to raise the profile of the Connexions Service. In turn, as the professional formation of the personal advisers is established, the Connexions Service National Unit will ensure that training is given on the role of school nurses.

Further Education Colleges

17. Colleges will be key partners in the planning and delivery of the Connexions Services locally, as Connexions Partnerships will need to support Further Education (FE) colleges in meeting the needs of all their 16-19 year old students. FE colleges have long recognised that systems of student support need to be established that enable students to complete their programmes of study, playing a vital role in each institution's retention strategy. Such support typically incorporates counselling/pastoral support (to address, for example, financial, health, accommodation and other personal problems), and careers information and guidance.

18. Connexions Service personal advisers will work closely with college student support staff on the provision of pastoral support and careers education programmes, including impartial careers information and guidance. Personal advisers will also complement the work of college staff, for instance, by supporting work-based students on part time courses, by working alongside college pastoral and academic staff and with the LSC to improve the vocational relevance of courses, by brokering access to specialist support from outside the college for students with multiple problems, and by helping to identify and address basic skills deficits and supporting access courses for low achievers. The personal advisers themselves need to be based within the college, easily accessible by both students and college staff. Principals will be responsible for the day to day management of personal advisers in the college within the terms of partnership agreements with the Connexions Service.

19. By strengthening the help available to students that enables them to overcome barriers to learning and to complete appropriate courses of study, the Connexions Service will contribute to each college's targets for increasing retention and achievement and reducing drop

out rates.

SUPPLEMENTARY PLANNING GUIDANCE – CONNEXIONS IN FAITH SCHOOLS

This supplement amplifies Section I of the Business Planning Guidance on Working with Schools and Colleges, and para K27 on respecting religious diversity.

Many voluntary-aided schools are run by religious organisations, chiefly the Church of England and the Catholic Church, with some other faith groups running a small number of schools each. There are also pupils of various faith groups in schools in general. The following points should be taken into account in planning and delivering the Connexions Service:

- i. All maintained schools run by faith groups should be consulted. Where maintained schools run by the churches or another faith group are numerous in a particular area, this should be reflected in the membership of local management committees.
- ii. In voluntary-aided schools, the governors are responsible for the recruitment and employment of staff. Partnerships should consult governors and headteachers on Connexions in voluntary-aided schools, and on the selection, role and management of personal advisers.
- iii. Personal advisers must work within the ethos of schools run by the Churches or other faith groups. Partnerships must note that the ethos of Church schools, and particularly Catholic Church schools is different from that of other state schools. Information and guidance given in school on relationships, especially on contraception and pregnancy, must accord with the ethos of the school and the teaching of the Church. Information sent to home addresses must be cleared in advance with the governors. Where personal advisers plan to refer young people to specialist services outside the school, they must discuss with the headteacher or other senior management team members in accordance with the procedures in each school.
- iv. Personal advisers must also respect the values and culture of pupils and parents of any faith in any school.
- v. Information and guidance given outside school, for instance, on websites, made available to young people in shops or offices, or given by Connexions staff, must acknowledge religious diversity. All forms of information on relationships, especially sexual activity, must be balanced and not imply that there is only one option, but make clear that there are alternatives. Account should also be taken of the DfEE's Sex and Relationship Education Guidance (available at www.dfes.gov.uk/sreguidance, or from Prolog on 0845 6022260, ref 0116/2000.

It is hoped in the new year to produce a protocol on work in catholic schools, which can form a basis for partnership agreements with schools locally, and a training module to accredit personal advisers wishing to work in faith schools.

SECTION J: WORKING WITH EMPLOYERS

Key Requirements:

- ?? setting out the links with local employers and how young people will be provided with up to date information, advice and guidance about the local labour markets and opportunities;
- ?? demonstrate the service has effective links with a range of other partner organisations who have an interest in the local labour market and in Education Business Link activity.

1. Good contact with employers and effective strategies and policies for working with them will be critical to the success of the Connexions Service. The Plan should show how the Partnership will work with employers in 5 main areas:

- ?? *stimulating vacancies, persuading and assisting employers* to offer a training component to their vacancies. This will be especially important for 16 and 17 year olds with a Right to Time Off for Study or Training. Connexions Partnerships should be aware of the new role that the LSC will play in ensuring that both young people and employers are aware of their rights and obligations under legislation, and to encourage and support the provision of suitable opportunities. Connexions Service staff should be able to offer information on a range of options for young people including work based training such as Foundation and Advanced Modern Apprenticeships. It should work closely with partners such as the Employment Service and LSC to develop an integrated marketing strategy which might include joint visiting, joint marketing packs and collaboration on large recruitment exercises;
- ?? *developing a full understanding of the local labour market*, of the jobs available and the needs of employers. This in turn should lead to better advice to young people, improved matching and reduced risk of subsequent drop-out (see text on the LSC below);
- ?? working closely with the LSC to ensure that the *planning of services*, the guidance given, and education or training young people undertake is appropriate to the needs of employers at both local and national level;
- ?? *supporting effective skills development* by engaging employers in providing community mentors for young people and offering work experience opportunities;
- ?? positively seeking to *support work to address employers' prejudices* or stereotypes about the suitability of young people from groups which experience particular discrimination in the labour market.

The Small Business Service

2. The Small Business Service (SBS) provides business support, advice or access to experts through the Business Links. This includes business planning, management, exporting, quality, employment issues, training and development, innovation, design, regulation, information and communication technology and e-commerce.

3. Connexions Partnerships and the SBS should work closely together to ensure their plans are complementary. The Connexions Partnership should collaborate with the SBS to ensure young people receive effective support and recognise that the SBS has a wide range of skills and knowledge within small business and enterprise. Additional information and SBS contact will be available from the SBS Regional Manager situated in the Government Office (co-located at the Regional Development Agency from April 2001).

Education Business Links

4. By working closely with the education business link consortia in each of the 47 LSC areas, the Connexions Service can tap into a vast array of activities. These activities can help young people develop a better understanding of the world of work and the skills they will

require, and inform their career choices. Partnerships should include in their Plan how they will work with Education Business Links (EBLs) and define their respective roles.

5. A new structure for delivering education business link activity is currently being developed with the aim of establishing consortia of education business link organisations in each LSC area by April 2001. The key aim of each EBL consortium will be to provide a single face to schools and businesses and a co-ordinated approach to the delivery of EBL within each LSC area.

6. Each consortium will need to demonstrate clearly their relationship with a range of other partner organisations who have an interest in EBL activity. This will include the Connexions Service who will play a complementary role in the delivery and take up of activities such as work experience and voluntary mentoring programmes. Consortia will be expected to have systems in place to ensure close working relationships between themselves and local players, including the Connexions Service.

SECTION K: WORKING WITH OTHER KEY PARTNERS

Key requirements:

- ?? provide a single point of contact through which young people can access the services they need;
- ?? develop effective planning and delivery arrangements with a wide range of organisations locally.

1. The Connexions Service locally will need to develop a strategy and policies for working effectively with local opportunity providers (including employers, the voluntary and community sectors, training providers and educational institutions) and how it will work in collaboration with partners. This section sets out the list of important partners that the service will need to work with, though it is not intended to be exhaustive and Partnerships, in conjunction with their local management committees, will be best placed to identify and work with local partners that are most relevant to the specific needs of the young people in their area.

2. There are some goals to which all these partners will contribute:

- ?? *provision of a seamless and comprehensive service* for all young people. All partners will need to work together to ensure this is achieved. It will require careful management to ensure the interests of young people are met, information is exchanged between organisations, previous progress is built upon and the specific role of the Connexions personal adviser is agreed;
- ?? *joint business planning* as a proactive approach to dealing with local issues;
- ?? *maximising the use of IT* to facilitate information transfer including exchange of client details, vacancies, statistics and labour market information (LMI);
- ?? *encouraging close working relationships and shared knowledge* to ensure close contact and mutual understanding. This might include meetings, joint training, secondments, exchanges or using shared/adjoining premises.

3. The Partnership should identify the range of partners and organisations which will work together to deliver the Connexions Service. It should set out:

- ?? who they are and how others will be identified;
- ?? where they will operate;
- ?? how plans will take account of those for other organisations;
- ?? how they will work together.

4. Some organisations will be an integral part of the Connexions Service and Partnerships will need to demonstrate in their Plan how the range of providers and organisations will work together.

YOUTH SUPPORT SERVICES

Youth Service

5. The Plan will be expected to demonstrate how the Partnership will draw on the strengths of youth work. The youth services have a tradition of working effectively with young people. Youth workers engage with young people in club premises, in special projects, on the streets and in other places where they congregate. This includes making contact with young people who are not in education, training or employment, some of whom are unable or unwilling to engage with any of the statutory services. Many of the activities undertaken with young people

are important in helping them to develop life skills and competences and include activities such as sports, leisure, environmental and cultural programmes.

6. Early experience with the pilot areas indicates that some local authorities are looking to integrate their youth services with the new Connexions Service recognising the importance of providing development activities for young people in addition to information, advice, guidance and referral. Partnerships will also need to look at the contribution that voluntary youth services can make in delivering high quality services for young people. Local authorities will want to consider bringing in youth work, advice, guidance and development activities within the Connexions framework, as well as incorporating youth workers within multi-disciplinary teams of personal advisers.

7. There are wide variations in the levels of resources devoted to youth work across the country and in the quality of provision. This has been highlighted in audits conducted with the National Youth Agency and in the reports produced by OFSTED. In developing the Connexions Service locally, partners have an opportunity to look to the positive contribution youth work can play in improving the overall quality of services available to young people in their area. Youth services have a major role to play and Partnerships will need to demonstrate how both local authority and voluntary sector youth work will contribute to the new service.

Community and voluntary organisations

8. The Connexions Service will contribute to sustainable neighbourhood renewal by ensuring that all sections of the community are consulted and involved in the education and development of its young people. *The Connexions service: prospectus and specification* recognised that voluntary and community organisations will be crucial to the success of the Connexions Service and identified the importance of involving them in both development and delivery. Indication from the pilot areas is that the most successful links appeared where individual organisations and co-ordinating bodies had been invited to play a role from the outset.

9. Many voluntary organisations are key providers of services to young people. Some, like the Neighbourhood Support Fund projects, benefit from central government funding to help reach the most disengaged young people. Many community and voluntary groups already carry out advice or similar type of work for young people with particular needs, such as care leavers, those with drug or addiction problems, or those who are homeless. Young people choose to engage with these organisations, and the Connexions Service will need to work with them to enhance delivery and build on existing good practice, recognising that young people will continue to make those choices. Joint protocols will need to be agreed to ensure that resources and support are being placed where young people can access them most effectively.

10. The expectation is that Partnerships will involve the full range of voluntary groups, particularly those operating voluntary mentoring programmes and those from black and minority ethnic communities. This may involve enabling voluntary organisations and community groups to build services and networks to ensure that they can be involved in the development and delivery of Connexions, including becoming personal advisers where appropriate.

11. Consideration should be given to co-funding of voluntary sector organisations to help specific groups of clients where the voluntary sector has specialist knowledge, to enhance the capacity of personal advisers and the effectiveness of Connexions as a whole. It is important to ensure that personal advisers have access to a comprehensive database of such organisations.

12. The Connexions Service should offer opportunities for members of the community wishing to act as mentors and ensure appropriate training. Partnerships should also encourage

young people to become involved in their communities, for instance through Millennium Volunteers and the Neighbourhood Support Fund.

Youth Offending Teams and the Probation Service

13. All Connexions Partnerships should have formal agreements setting out respective roles with any establishment in their area, such as Secure Unit or Young Offender Institution, holding young offenders. All Connexions Partnerships should ensure that they, the Youth Offending Teams (YOTs) and Probation Service are clear about how to provide continuing support and particularly advice and guidance on education and training opportunities, particularly on release, for any local young person who is held in custody outside their area.

14. Personal advisers for young offenders could be a YOT Supervising Officer, a Connexions Service personal adviser or a probation officer, as best serves the needs of and provides continuity for the young person. Particularly where a young person is subject to an action plan order, a probation order or Detention and Training Order license the personal adviser is likely to be the YOT officer. Where education or employment issues are identified as the primary need for a young offender, the personal adviser is likely to be the YOT education secondee.

15. Offenders over 17 years of age fall outside the YOT client group. Here the Connexions Service needs to work specifically with the local Probation Service and Employment Service to clarify the respective responsibilities and avoid a situation where a young person falls outside any provision.

Social Services

16. The Connexions Partnership and Social Services will need to:

- ?? agree inter-agency protocols setting out responsibilities and lines of communication;
- ?? ensure personal advisers have a good understanding of the Framework used to assess children in need and their families and be aware of the sorts of services which are available to young people and their families at a local level, including parenting and family support services;
- ?? ensure personal advisers are aware of the adult social services available locally to which either the young person or their parents may need to be referred;
- ?? agree how they will work together to help young people with multiple problems. It will be important for the personal advisers to contribute to the initial and core assessments required by the Assessment Framework, which involves the young person and their family and other organisations or services as appropriate.

17. Most children who come into contact with social services do not enter the care system. This means there will be many young people who are in contact with Social Services, or who will need to be referred to them at some point. In such cases, the inter-relationship between the Connexions Service personal adviser and Social Services will play a critical role and is likely to influence the success of the services provided. This will also be the case for young people under 16 in care, who will not as yet have a Young Person's Adviser.

Young Persons Advisers for those in and leaving care

18. The Children (Leaving Care) Act will require local authorities to provide a Young Person's Adviser (YPA) for all qualifying young people aged 16 and over who are either in or have left care. Usually the YPA will also be the Connexions

Service personal adviser for these young people and a common foundation training course is being developed. The Act is expected to be implemented from October 2001, with Quality Protects funding for preparation available to local authorities from April 2001. The role of the YPA will be very similar to that for the Connexions Service personal adviser, although the people taking on this particular role will need a thorough understanding of the new legislation and the powers and duties of local authorities towards young people under these circumstances. Many local authorities have specialist leaving care services in which staff already perform functions similar to those envisaged for Young Person's Advisers. Connexions Service Partnerships, which include local authorities and therefore incorporate social services departments, will need to work together in all areas in planning to meet the needs of young people leaving care..

19. Connexions Partnerships will need to be sensitive to the particular needs of children and young people who are either looked after by local authorities or who are moving in and out of the looked-after system. Such children are likely to need more intensive support than their peers and their personal adviser will need to work closely with the child's carers, family and social worker from the outset. They may also have difficulty building and sustaining the sorts of relationships which will allow them to make the most of the help which Connexions Service personal advisers can offer. This means that Connexions Partnerships will have to consider in each case how best to handle the issue of continuity first at age 16, when the requirement in the Act to provide a YPA comes into effect, and again at 20 when they leave the Connexions Service client group. In doing so, they will need to take into account existing specialist provision and the knowledge and skills required by YPAs. Young people leaving care will continue to have a YPA until they are at least 21, or for longer if they are still in education or training.

Drug Action Teams/Community Drug Teams

20. The Connexions Service should ensure all young people have access to information and advice about their own, or others, drug use and that young people with drug misuse problems are identified and referred to specialist services.

21. Close work with local Drug Action Teams (DATs) will be essential to ensure arrangements are in place to support young people experiencing drug-related problems. Specialist drug services for young people are provided by community drugs teams (CDTs) or voluntary sector organisations. Health authorities, usually through DATs, commission these services with other organisations. The Connexions Service should seek to participate in these commissioning arrangements and use their knowledge of young people to help existing services develop in a way which will meet the needs of the young people they wish to refer to them.

22. Drugs prevention education is undertaken as a part of the Personal, Social and Health Education and Citizenship Curriculum with support from health trusts, the Police and other organisations, often as part of a multi-agency drug education strategy overseen by the DAT. All schools are required to have a drugs policy which will also deal with the management of drug-related incidents. Personal advisers will need to be aware of the arrangements in the school in which they work.

23. Although DATs should be the first point of contact for Connexions services the regional Drug Prevention Advisory Services (DPAS) will be able to offer advice and support to DATs and

Connexions Services in developing their work together and will also work with GOs to assist regional pilots develop programmes of action likely to achieve the Connexions Service drug-related targets.

Housing and homeless advice

24. In planning services in their area Partnerships will need to review the extent of youth homelessness and the accommodation available. Most young people will be living with their families, but a significant number are not and these are among the groups most at risk of social exclusion and underachievement. The Connexions Service should ensure that young people who are in housing difficulty of any kind are given the support and advice they need. The Connexions Service should work with housing and housing advice providers to ensure that young people have appropriate, safe and secure housing solutions which will allow them to fully participate in education and training.

25. Connexions Partnerships should ensure that the key partners in the housing field are actively involved in the Connexions Service. These will include local authorities: housing departments; social services; Registered Social Landlords; supported accommodation providers (in the private, public, or voluntary sector) including hostels, Foyers and similar local schemes; housing/homelessness advice services and projects. The Connexions Service should demonstrate a clear linkage between local authorities' Housing Strategy and the needs of young people.

Health services

26. General health problems or disability may be a barrier to learning for some young people. It will therefore be important for there to be effective links between the Connexions Service and local health services, in particular Primary Care Groups and Trusts. To ensure that young people feel able to divulge their health concerns and seek appropriate help, robust protocols reflecting legislation on confidentiality, data protection and consent in respect of the sharing of health information will need to be in place between the Connexions Service and health services.

27. Every young person has the right to confidential advice about contraception, emergency contraception and pregnancy. *On all issues of health and contraception Partnerships will need to respect religious diversity.* Local teenage pregnancy co-ordinators, jointly nominated by health and local authorities, will be able to provide details of local services, including services specifically designed to meet young people's needs.

28. Support for young people and their families with mental health problems is available from child and adolescent mental health services (CAMHS), and for older adolescents, from mental health services for working age adults. Initial help and advice should be sought from primary health care services. Connexions Service personal advisers will need to link closely with local CAMHS and other mental health service, as appropriate, to help ensure that young people with mental health problems recognise their difficulties, are encouraged to seek help where needed and are offered appropriate services.

Local Teenage Pregnancy Co-ordinators

29. Every area in England has a local teenage pregnancy co-ordinator, jointly nominated by health and local authorities. Their role is to support implementation at local level of the

Government's teenage pregnancy strategy, launched by the Prime Minister in June 1999. The strategy sets two goals: to halve the rate of conceptions among under 18s by 2010; and to get more teenage parents into education, training and employment, to reduce their risk of social exclusion. Local teenage pregnancy co-ordinators should be actively involved in developing the local Connexions Service, to maximise its contribution to reducing conception rates amongst under 18s (one of the Service's national headline targets) and supporting teenage parents. For example, Connexions personal advisers will need to be in a position to give young people details of local contraceptive services. The Connexions Service will need to provide specialist support for pregnant teenagers and teenage parents, to ensure that they can continue to participate in education, training or employment.

Sure Start Plus Advisers

30. As part of the Government's teenage pregnancy strategy, personal support and advice for teenagers who discover that they are pregnant will be provided in 20 pilot areas; Partnerships can find out where these areas are from Fiona Wheeler in DfEE (e-mail fiona.wheeler@dfee.gov.uk, phone 020 7273 5490). Further details on the Sure Start Plus initiative can be found at www.surestart.gov.uk. It is important that any duplication of roles between Sure Start Plus and Connexions is avoided. Sure Start Plus Partnerships should be represented on the Connexions Service local management committee. Partnerships will be best placed to judge how the Sure Start Plus and Connexions services can be co-ordinated most effectively once both are up and running. An integrated support package for those teenagers who continue with their pregnancies, should be provided from the Connexions Service, for example, by designating certain personal advisers within the service as specialists in supporting teenage mothers and fathers. In this case, it seems sensible for the Connexions Service to include any cases where a girl becomes pregnant before the age of 13, or where teenage mothers and fathers have ongoing support needs beyond the age of 19, particularly to support access to and make links with learning opportunities.

31. It is crucial to the success of Sure Start Plus that teenagers who suspect they may be pregnant seek advice at the earliest possible stage, so that they can be supported in making an informed decision about their future. Staff recruited to work as personal advisers within the Connexions Service will possess the full range of skills needed to carry out the duties associated with the job and will, therefore, be sensitive enough to undertake the full range of duties, including pregnancy support.

Adolescent Support Teams

32. In response to local need, some areas have developed Adolescent Support Teams as part of their general family support services. The teams aim to provide a short term intensive preventative service to young people and their families with the aim of supporting them at times of particular crisis within the home environment, and thereby avoiding the need for the person to divert them from the care system. Where such teams exist the Connexions Service Plan should demonstrate how it, in particular personal advisers, will work closely with these teams to agree referral mechanisms and to clearly define the relationship between the young person, the Adolescent Support Team and the personal adviser.

Higher Education

33. The Connexions Service is a universal service for all young people, including many who intend to pursue higher education and graduate level careers. Links with Higher Education Institution Admissions (including UCAS), and Higher Education Careers Advisory Services (HECASs) are crucial. The Connexions Service should provide young people with

comprehensive, up to date and relevant information about HE entry, HE opportunities, and advice and guidance which supports young people in deciding upon whether entry into HE is appropriate to them.

34. Connexions Partnerships should ensure that they provide the information, advice and guidance which will enable young people to choose appropriate learning routes and preferred institutions, helping them to assess suitability and providing support in access to HE process. This will include work with parents/carers and relevant staff of schools and colleges (including 6th form colleges).

EMPLOYMENT PROVISION

The Learning and Skills Council

35. The Learning and Skills Council (LSC) is a key business led body, and from 1 April 2001 it will operate through a national office in Coventry and through its 47 local arms (known as local Learning and Skills Councils, LSC).

36. The Council has the key responsibility for planning, funding, monitoring, and improving the quality of post-16 education up to university level, and has a wide remit ranging from basic skills to higher level skills in further education, work-based training, and adult and community education. It also has a statutory duty to encourage participation in learning, and will work with employers and others to promote:

- ?? workforce development;
- ?? economic and community regeneration activity.

37. The Council will play a leading role in providing accurate and up to date information on labour market and skills trends. The emphasis will be on ensuring that all learners can make informed choices in the light of this information. We will expect the Connexions Service and the LSC to work closely to share information about learner needs, learning opportunities and skill requirements in the local economy.

38. The LSC will also have a keen interest in ensuring that poorly qualified young people do not go into unskilled jobs without training. It will plan and fund the majority of training, including Foundation Modern Apprenticeships and Advanced Modern Apprenticeships. Close working relations between the Connexions Partnerships and the LSC at local level will be essential. The Connexions Partnership will be able to attend its local LSC meetings as an observer, to use its knowledge of the quality, availability and effectiveness of local provision for young people, including the extent of and reasons for non-participation, to inform the planning system.

39. The Connexions Partnership will be expected to work closely with the local LSC, including problem-solving for those individual people having difficulty in finding or staying in suitable provision. There will be a special role in helping those with special needs or statements to make effective transitions. It will also be important to share sources of direct feedback from young people; to work together to provide high quality information on learning opportunities; and to contribute effectively to the local arrangements for the provision of adult information, advice and guidance. The Partnership will need to work closely with the local LSC in developing plans for Learning Gateway and in particular Life Skills provision.

Learning Partnerships

40. The Connexions Service will be a core member of the Learning Partnership, and the Learning Partnership will be represented on the Connexions Partnership/local management committees. The Connexions Service should complement the aim of the Learning Partnership

to co-ordinate local action to create a more coherent, cost-effective and accessible set of local learning arrangements and the information, advice and guidance needed to support it. Close working is needed to:

- ?? ensure coherence between their respective plans and create equitable and coherent student support arrangements;
- ?? challenge providers to change to meet articulated and demonstrable demands and needs through the Learning Partnership;
- ?? identify any concerns about the quality of provision where joint action can then be taken to address them. Learning Partnerships can also contribute to driving up quality by developing and sharing good practice amongst all local learning providers;
- ?? develop and share mechanisms for feedback from young people;
- ?? identify the needs of learners and employers in the area.

National Training Organisations

41. Connexions Partnerships should consult with the National Training Organisations National Council (NTONC), the representative body for National Training Organisations (NTOs) in England and individual NTOs as appropriate, to ensure their Business Plans demonstrate awareness of sectoral issues.

42. NTOs have knowledge of the supply of, and demand for, skills in their sectors. They provide information to their sectors on government initiatives and engage sectors in the achievement of national objectives for learning and competitiveness. All NTOs are expected to have produced a Sector Workforce Development Plan by March 2001, which will inform the local Workforce Development Plans of the LSC. NTOs also develop the national occupational standards and qualifications frameworks for their sectors, design learning pathways (such as Modern and Graduate Apprenticeships) and promote opportunities for individual learning, certification and progression.

Employment Service

43. The Connexions Service needs to establish strong links with the Employment Service (ES) at a local level to ensure the planning and delivery of an effective, integrated service to both young people and employers. In order to facilitate this the ES should be invited to sit on local management committees and Partnership agreements should be put in place to cover the issues set out below (and where appropriate any other local matters). Agreements need to clarify the respective responsibilities of each organisation, they should be reviewed on an annual basis (preferably to coincide with annual business planning) and they should cover those goals at paragraph 2 above and:

- ?? benefits liaison (please refer to Section G);
- ?? job broking particularly in respect of vacancies for 16/17 year olds. Implications of the Time Off for Study or Training legislation and the National Learning Targets should be taken into account;
- ?? disabilities and other special needs. The expertise both organisations have in this area needs to be utilised and the nationally agreed Statement of Co-operation on Work with Young People with Special Needs should be adopted (see Bibliography);
- ?? marketing of work-based training for young people - how the ES can work with the Connexions Service to promote this to young people and employers;
- ?? provision of a seamless and comprehensive service - careful management is needed where there is an overlap or an interface between the two services in dealing with individual young people. In particular, transitions at age 18 (for example for entry to New Deal), should be a properly managed process in the interests of the client, with

past progress acknowledged and built upon, and agreement on what continuing role the Connexions Service should have in supporting the young person;

- ?? work with employers - developing an integrated marketing strategy to the benefit of both organisations and employers, which might include, for example, joint visiting, joint marketing packs and collaboration on large recruitment exercises such as for new companies.

The Connexions Partnerships may have a role in delivering aspects of New Deal on behalf of the ES. However, this will be outside their responsibility for the delivery of the Connexions Service and contracted separately.

Adult Guidance

44. The Partnership should ensure effective co-ordination between Connexions services and Information Advice and Guidance (IAG) services for adults and HE Careers Advisory Services. Both are concerned with the delivery of information, advice and guidance about learning and work, though to different degrees and to different client groups. Both have links with the distinct but complementary work of the Employment Service (ES).

45. Responsibility for the planning and funding of IAG services for adults will lie with the LSC. Connexions Partnerships should demonstrate in their plans how they intend to work with the LSC to identify the priorities for IAG in their area, and to ensure coherence in the planning of Connexions services and IAG for adults. Responsibility for the delivery of IAG services for adults, at the local level, rests with the IAG Partnerships. Connexions Partnerships should be represented as members of the IAG Partnerships to ensure coherence at the local level.

46. To demonstrate co-ordination between Connexions services and IAG services for adults, Plans should address the following 4 issues:

- ?? *organisational links* - Connexions services and IAG Partnerships are likely to include a similar range of partner organisations, delivering a similar range of services, and plans should consider links already established within IAG networks. In particular, they should consider capacity to deliver and scope for added value through shared premises, information, equipment and staff;
- ?? *service delivery arrangements* - delivery plans should consider the scope for a co-ordinated approach with the delivery of IAG adult services to improve access to IAG in areas of disadvantage, target gaps in provision and avoid duplication;
- ?? *client referral* - It will be important to ensure, particularly for young people who are most at risk of exclusion, continuity of support when clients reach the age of 20, particularly ensuring that local providers have established effective links between themselves. The Partnership will be responsible for assessing clients' needs as they approach 20, and working with IAG Partnerships (in particular ES) to ensure that an appropriate range of support is available to the client to continue in learning and work;
- ?? *staff development* - Plans for staff development should demonstrate coherence with IAG plans. This might be through meetings, joint approaches to training, secondments and regular communications.

SECTION L: FUNDING AND RESOURCES

Key Requirements:

- ?? resources available for youth support and guidance services locally are co-ordinated and brought together;
- ?? other sources of funding such as SRB and ESF are used effectively;

- ?? ensure value for money in the delivery of services;
- ?? public, private and voluntary sector providers have had a fair opportunity to offer relevant services on the basis of the quality of existing provision;
- ?? all delivery decisions are made in an open and transparent way;
- ?? Best Value principles apply to both direct delivered and subcontracted services;
- ?? conduct an open and transparent tendering exercise when subcontracting for services;
- ?? widening the range of providers especially the involvement of the voluntary and community sectors;
- ?? ensure appropriate corporate structure, clear roles and responsibilities and compliance with Corporate Governance Requirements (Turnbull);
- ?? ensure sound financial controls are in place and operational.

Sources of funding

1. The Connexions Service will be funded by bringing together existing resources devoted to youth support and guidance, by the additional resources that were made available in the Government's Year 2000 Spending Review, and by European Social Fund (ESF) resources administered by regional committees. In practice, therefore, resources will flow to Connexions Partnerships from three main sources:

- ?? national funding from the Connexions Service National Unit. This will include the current careers service and New Start budgets,¹ and the additional funding which has been made available in the Year 2000 Spending Review. You will be notified separately about the allocations for your area;
- ?? contributions (mainly in kind, but also in cash where appropriate) - from partners at local level. This will include the relevant parts of local authority youth services and the Educational Welfare Service, Care Leaver Advisers funded by the Department of Health and the relevant parts of Youth Offending Teams. These services will all contribute to the aims of the Connexions Service, although they will continue to be funded through a variety of different routes;
- ?? regional European Social Fund money. This may be routed through Connexions Partnerships to allow co-financing of the Service (see paragraph 20 below).

2. The guidance in this section sets out the transitional funding arrangements that will apply in 2001-02. The future funding framework for the Connexions Service from 2002-03 will be the subject of a consultation later this year (see paragraphs 18 and 19).

Resources for supporting services

3. In its Year 2000 Spending Review, the Government announced that progressive implementation of the Connexions Service would be co-ordinated with enhanced provision of other services for vulnerable young people, including mental health services, supported housing and drug treatment. There will be increasing co-location of these services, better systems of referral between them and greater sharing of data. It is essential that specialist services are able to respond quickly and efficiently to referrals from Connexions Service personal advisers, so that young people with specific problems can be helped to engage effectively in learning. In turn, these services will benefit from the introduction of the Connexions Service which will help to reintegrate their clients into learning or work:

Key specialist supporting services:

¹ In 2001-02 the New Start budget will be apportioned between the phase 1 connexions areas and the rest of the country.

- ?? specialist support for young offenders including YOTs and probation services;
- ?? child and adolescent mental health services;
- ?? drug treatment and rehabilitation services;
- ?? housing for homeless and vulnerable young people;
- ?? child care for teenage parents;
- ?? specialist education support for those with English as a second language;
- ?? specialist teachers and other support to enable young people with learning difficulties and/or disabilities to participate in education;
- ?? support with caring for dependants to enable young people who are carers to participate in education;
- ?? provision of education for those young people who are excluded.

4. Connexions Partnerships will need to forge relationships with the organisations delivering these services in each area to ensure that they complement and support the Connexions Service and that appropriate referral systems are in place. The Plan should therefore include details of how the Connexions Partnership will work with the relevant agencies to ensure that all young people have access to the specialist services they need. The local availability of services has been an important factor in deciding which areas should introduce the service in 2001-02, and will be a key criterion in agreeing plans.

Contributions from Local Partners

5. We will expect Connexions Partnerships to draw together and co-ordinate a significant proportion of the resources which are currently devoted to youth support and guidance within their area. The level of resources which are available locally to support the Connexions Service will be an important factor in agreeing Plans, and in confirming the areas that will start to deliver the service in 2001. These resources will need to be identified through the mapping exercise that Partnerships will complete, and details provided in their business plans.
6. By drawing together and managing these existing activities, the Connexions Service will help to ensure that they are effectively co-ordinated and that gaps in provision are filled. The intention is to make more effective use of the resources which partners already devote to youth advice and support. Better co-ordination will not only help the Connexions Service to achieve its goals - it will help to get the most out of all the resources which are available locally, so that all partners can make faster progress towards achieving their own targets and objectives.
7. With the exception of the current careers service and New Start budgets, which will be routed via the Connexions Partnerships, most Connexions partners will continue to be funded through a variety of different routes. Although there is no requirement for partners to actually transfer their budgets to the Connexions Service, where they carry out Connexions type activities we would expect the resources for those activities to be managed as part of the Connexions Service. Where contributions are made in this way, the national unit will expect the relevant agency to agree with the local management committee how the resources will be deployed, to offer young people a seamless service. The local management committee will need to agree a coherent management structure for all personal adviser staff, whether employed directly by the Partnership or working under formal or informal partnership agreements.
8. Many partners will probably make contributions in the form of staff to carry out the personal adviser role. However, it is also important that partners provide the resources necessary to support these personal advisers such as premises, equipment and

administrative and management support. We do not expect Partnerships to use their funding from the national unit to substitute for these local supporting resources.

9. In certain circumstances, depending on their cashflow, it may also be helpful for Partnerships to receive contributions in cash. Partners are encouraged to make some contributions in cash, where this is the best approach and all parties agree.
10. It is expected that contributions will include the relevant parts of local authority youth service provision, the Education Welfare Service, the new Young Person's Advisers and Youth Offending Teams. The national unit will, for example, be looking to local authorities to play a key role in delivering the service at local level. **Local authorities** will wish to consider bringing youth work advice, guidance and development activities within the Connexions Service framework. This may include incorporating youth workers within the multi-disciplinary teams of personal advisers created at local level. Nationally, our expectation is that local authorities will wish to contribute a significant proportion of their Youth Service provision to the delivery of the Connexions Service. This includes wider developmental activities as well as advice and guidance. The Connexions Service would also look to draw on similar activities and expertise provided by the voluntary youth sector.
11. The **Education Welfare Service (EWS)** will also be a critical part of the new arrangements. EWS activity with 13 to 16 year olds will take place within the framework of the Connexions Service. The Connexions Service National Unit will expect Connexions Partnership Plans to set out the role of the EWS working with secondary age pupils, including proposed links with the multi-disciplinary teams of personal advisers at local level.
12. The Connexions Service National Unit will also expect the new **Young Person's Advisers**, which will be funded through the Department of Health's Quality Protects Special Grant, to make an important contribution. Young Person's Advisers will be provided by councils for qualifying young people from the age of 16 who are either being looked after by councils or who have left care. Their role will include the advisory remit of the Connexions Service and they will therefore normally act also as the Connexions advisers for these young people.
13. Connexions Partnerships will also be asked to identify the important contribution which can be made by **Youth Offending Teams (YOTs)**, where many staff are currently engaged in Connexions-type activities. The extent to which YOTs can contribute will depend on the local funding arrangements. In particular, it will be important to avoid double-counting, since the expected contribution from education services (for example, local authority youth services and the Education Welfare Service) may have already been identified.
14. As well as identifying what these key players can contribute, the Connexions Service National Unit will expect Connexions Partnerships to think creatively about the scope to draw together and manage other local resources which help to deliver the aims of the Connexions Service. A wide range of organisations have the potential to contribute - whether in terms of personal adviser time, administrative support, loans of premises, equipment or staff with specialist skills, or wider outreach, volunteering or leisure opportunities. Where partners are being asked to contribute more than they are now, it would of course be appropriate for the Connexions Partnership to consider reimbursement. However, we **do not** expect Partnerships to use grant-funding from the national unit to reimburse partners for the cost of **existing activities** which will contribute to the Connexions Service. This national funding will be used to enhance existing provision, not replace it. Naturally, this will not apply to current careers activity,

given that the entire careers service budget will in future be routed through the Connexions Partnership. Nor would it apply where a Partnership wished to continue to fund successful voluntary or other provision in receipt of time-limited special funding. This would be permitted where the provision could not continue without Connexions Service funding.

15. The Connexions Service National Unit will also expect Connexions Partnerships, in consultation with Excellence in Cities Partnerships and drawing on school Connexions Partnership agreements, to set out in their plans the contribution Excellence in Cities Learning Mentors can make to the overall Connexions policy, and how Connexions Service resources can be managed to achieve coherence with the Excellence in Cities programme. Funding for Excellence in Cities will be **additional** to funding for the Connexions Service. However, the national unit expects both programmes to dovetail at local level, to maximise the impact which can be made and make best use of specialist resource in vocational guidance.
16. There are also a number of other sources of funding on which partners currently draw and which could be used to support the Connexions Service. These include the National Lottery, Single Regeneration Budget (SRB), New Deal for Communities (NDC), the New Opportunities Fund and charitable trusts. The Partnership may want to work with local organisations to develop bids for these funds to augment the resources available from the national unit and from partners locally, or it may want to work with partners to ensure bids complement each other and support the Partnership's Business Plan.
17. The Partnership will also want to ensure that best use is made of resources that partners have already secured. For example, as existing SRB and New Deal for Communities initiatives continue to develop their activities and introduce new projects the Partnership should make sure that they support or complement Connexions activities, wherever appropriate. In addition, the Partnership should take account of activity funded through Community Champions, which supports individuals in deprived communities to take forward their ideas for change. A number of champions (who are identified and funded by GOs working with the voluntary sector) are undertaking work with young people.

Funding mechanisms

18. Transitional funding arrangements will apply in the areas which will start to deliver the Service in 2001-02. The national funding from the Connexions Service National Unit will be allocated to those areas using a transitional formula based on the current Careers Service funding methodology.² These arrangements will apply in 2001-02 only.
19. From 2002-03 onwards, a new funding formula will be used to allocate national funding to Partnerships. It may include two elements: (a) a "core" element, based on the number of young people in each area, to reflect the cost of providing universal service; and (b) additional targeted funding to reflect the needs of young people in each, as measured through suitable proxies. Subject to consultation, it may also take account of other local factors. The formula will only be applied to funding which flows through the national unit and **not** the resources which the partners will contribute. The resources

² The careers service funding methodology starts by determining 93% of each Careers service's 1998-99 budget. The model then allocates the remaining funds according to the numbers of young people achieving less than 5 GCSEs at grades A to C, those with no GCSEs (weighted by a factor of 3) and the number of places in Young Offender Institutions.

which partners contribute will be additional to any funding which flows through the national unit.

20. We will publish a consultation paper before the end of the year on the future funding framework for the Connexions Service. This will consult on a formula approach for allocating national funding to Connexions Partnerships from 2002-03 onwards. It will also propose arrangements for helping Partnerships to make the best use of existing resources for youth support and guidance activities, and will seek views on how the funding framework can help to improve quality and performance.
21. The Department for Education and Employment will also be publishing a consultation paper on a system of “co-financing” for the European Social Fund (ESF). This will consider how the Connexions Service can best access ESF resources. It will describe how a “co-financing” approach could allow Connexions Partnerships to allocate ESF alongside matched Connexions Service funding.

Payment arrangements

22. The Connexions Service National Unit will provide funding to Connexions Partnerships by means of grant payments. The terms and conditions of the grant payments will be set out in a grant letter, supported by a more detailed financial memorandum. This will indicate the frequency of payments, which will be linked to the delivery of the Partnership’s Business Plan through an agreed payment profile. It is expected that grant payments will be made monthly in arrears. However, Partnerships will be able to make a case for small advance payments where these are needed to enable small voluntary and community organisations to deliver services. They may also make a case for advances which may be needed in the set up phase, to meet significant one-off costs where the Connexions Partnership cannot draw on sufficient resources or reserves. The national unit will monitor expenditure against delivery of the Business Plan and, where necessary, make adjustments to payment profiles. For example, profiles could be adjusted to reflect unexpected costs which arise during the year. A model grant agreement will be made available later in the Autumn along with more detailed guidance on payment arrangements.
23. Grant funding may only be used to support the activities for which it has been awarded. The Connexions Partnership will be responsible for ensuring that the funds are used in accordance with the conditions of the grant agreement. The Partnership will not be able to generate a profit or surplus on the grant payment. (However, a profit could be generated by an organisation holding a sub-contract for the delivery of services with the Partnership.) Any funding which is not used according to the terms and conditions of the grant will need to be refunded to the national unit or deducted from future payments to the Partnership. Further details will be provided through supplementary guidance later in the Autumn.

Funding the voluntary sector

24. The precise nature of services provided under Connexions depends on local need. The Connexions Service should seek to engage and utilise the considerable expertise that exists in the voluntary sector. Many organisations already employ people to provide personal advice, and will have a depth of understanding about how many young people can be supported, and this expertise can be developed and built on.

Sub-contracting

25. The Connexions Partnership will be expected to achieve value for money in the delivery of services. The Partnership will be responsible for strategic planning and funding of a range of information, advice and support services; meeting the needs of its area in the most appropriate way; drawing up a three year business plan setting out how services will be delivered including how this will be shared by statutory, private, voluntary and community bodies; and following 'Best Value' principles when agreeing service delivery arrangements. The Connexions Partnership will be responsible to the Connexions Service National Unit for the quality of all the Connexions services delivered in its area.
26. In consultation with its local management committees, the Partnership will assess the needs of young people in its area and arrange for the appropriate services to be delivered. The partnership must demonstrate that public, private and voluntary sector providers have had a fair opportunity to offer relevant services on the basis of the quality of existing provision. All delivery decisions should be made in an open and transparent way. The Connexions Partnership is responsible for ensuring, both in the way it is constituted and structured and in how it operates, that it avoids any conflicts of interest between those awarding contracts and those tendering to provide services. The structure and constitution of Partnerships should ensure that a strong independent voice exists that can influence delivery decisions.
27. There are two main ways in which the Connexions Partnerships will arrange for the delivery of services, depending on how it is structured and constituted. Where the Partnership employs its own staff it will direct deliver some services; for other services it will subcontract or make awards/grants. A Connexions Partnership which does not employ its own staff will subcontract (or make grants/awards) for all its services. Connexions Partnerships are required to adopt Best Value principles which will apply to both direct delivered and subcontracted services. Further guidance on the application of Best Value principles in the Connexions Service can be found in Section N.

Achieving an appropriate mix of provision

28. All Partnerships will need to sub-contract some services in order to meet the requirement that delivery is shared by statutory, private, voluntary and community bodies. Partnerships will need to encourage the involvement of a broad range of service providers, especially those from voluntary, community and minority ethnic groups, in the delivery of services. It will also be important to encourage innovative and imaginative services to support young people and not simply rely on existing organisations delivering an existing range of services. Delivery decisions should be based on the quality of existing provision.

Encouraging the involvement of smaller voluntary groups

29. Our stated expectation is that where a Partnership subcontracts for services an open and transparent competitive tender exercise should be undertaken. However, the scale of the tender exercise should be appropriate to the size of the contract to be awarded and the level of risk attached to the process. For example, where a Partnership intended to let a sub contract for the delivery of careers information, advice and guidance across its area you would expect a very different scale of exercise and control than that surrounding a tender process for the provision of 2 or 3 personal advisers to address the needs of a specialist group within a specific locality.
30. We acknowledge that there may be cases where the Connexions Partnership may wish to fund small, informal community groups – for example, those providing services for black and other minority ethnic groups, and that such groups may not be legally constituted. In these cases we envisage funding may pass via an award or sponsorship

arrangement (effectively a grant). Again, the controls and mechanisms used to disburse funds should be appropriate to the level of funding and the associated risk.

31. Any grants to voluntary groups must be closely linked to the priorities identified in partnerships' business and delivery plans, and must support delivery of the core Connexions Service. Partnerships' plans will need to describe how they propose to use this facility, and how it will help them to deliver local priorities.
32. Grants could support the following types of activity:
 - ?? pump priming (ie to help voluntary groups to build their capacity to deliver services in the medium-term, for example to improve quality or extend the range of services on offer); and
 - ?? delivery of more diverse or better quality services in the immediate future – for example to “complete the jigsaw” of local provision.
33. In making awards, partnerships will want to consider the outputs that will be delivered and whether they represent value for money; the capability of each group to deliver agreed outputs; the quality of provision; whether increased capacity can be sustained in the longer term; and the leverage that voluntary groups will secure (eg by matching the grant with other sources of funding).
34. Individual awards made using this facility must be limited to £30 000, with only one award per body, per year. Exceptional cases for awards which fall outside these limits would have to be approved individually with the national unit. Partnerships will be restricted to dispersing no more than 5% of their grant funding in this way. They should indicate in their plans what proportion of their grant funding they intend to distribute in this way, and why. Partnerships will be required to put in place a monitoring and evaluation process to ensure that funds which are allocated in this way are recorded, spent appropriately, that value for money is achieved, and that agreed outcomes are delivered. A model agreement will be provided by the national unit, and must be used for all awards which are made using this facility. It will include a mechanism to allow the Partnership to recover funds if they are not used or are misspent. The national unit will also want to monitor the activities which are supported through this facility in the first year, and conduct a review to check that value for money has been secured.
35. Awards must not be used to fund unrelated activities or activities which could be supported through other sources of funding for the voluntary and community sector (for example, the Neighbourhood Support Fund; Millennium Volunteers; the national voluntary youth organisation grants scheme and the New Opportunities Fund). Partnerships will be given information about current projects in their area, to avoid the risk of duplication.

Competitive tendering for service delivery and limiting contracting chains

(See also the special supplement to section N, on competitive tendering and best value)

36. We have already said that, where services are let under sub-contract, Partnerships should ensure a competitive tendering exercise is conducted on an open and transparent basis and guard against creating long contracting chains which can blur accountability.
37. Where services are let under subcontract or awards are made these should be let via a competitive tender exercise, or equally open arrangement, that is appropriate to the size and risk attached to the contract. For small awards this may simply mean assuring that

this facility is made known and accessible to small groups locally. The Connexions Service National Unit will fund the Connexions Partnerships via a grant. Grant payments cannot be used to generate a profit or surplus. Therefore, where a Connexions Partnership opts to direct deliver Connexions services it will not be able to generate a profit or surplus on those services. The partnership should set out in its business plan the services it intends to let under sub-contract and the tendering process that will be used. Where the partnership does not intend to competitively tender a specific service, the reasons should be given.

38. The Connexions Partnership will be required to guard against the creation of long contracting chains and we expect it to ensure that there is only one intermediary between the Connexions Partnership and the individual learner. Exceptionally, one further level of sub-contracting will be permitted where it can be shown to add value (eg a managing agent for a large number of small, voluntary bodies). This approach is consistent with that developed for provision funded by the Learning and Skills Council.

Phase 1 areas

39. The timing for the introduction of the Connexions Service in the phase 1 areas is challenging and is unlikely to allow Partnerships to undertake significant tendering exercises. We acknowledge that in the first year partnerships may find themselves relying heavily on existing providers to deliver services. However, the Connexions Service National Unit will not agree a delivery plan that does not demonstrate that they are broadening the range of providers that will be delivering services in year 1, especially the inclusion of mixed provision - private, public, voluntary/community organisations - and that they are actively seeking innovation and flexibility in the services to be delivered as part of Connexions and not simply rolling forward existing services. In addition, there should be a clear commitment to a broader competitive tendering exercise in year 2 and a cycle of Best Value reviews, covering all services, within the 3 year business plan.

Local Management Committees

40. The Connexions Service National Unit expects that delivery organisations which are funded through the national grant will contract directly with Connexions Partnership rather than the local management committee. However, the local management committee will have an important role in planning the service in consultation with the Partnership. The committee will be responsible for identifying gaps in provision and the needs of young people, and for assessing the ability of organisations to deliver the services required in its area. It will therefore need to be consulted on the detailed delivery requirements set out in the Partnership's Business Plan. It will also monitor, through its local manager, whether services are actually delivered in line with the contract and inform the Partnership of any problems.

Resources for Schools

37. This section sets out the transitional arrangements that will apply for allocating resources to schools in 2001-02. The future arrangements will be subject to further consultation later in the year, as part of the wider consultation exercise that the national unit will carry out on the Connexions Service funding framework.
38. As a starting point, we expect that all schools will receive at least the same level of help from the Connexions Service as they do now from the careers service - although there may need to be exceptions, for example where a schools' circumstances have significantly changed.

39. In 2001-02, the first Connexions Partnerships will receive a budget increase of around 50%. In view of the extra resources that are being made available, in most cases there will be scope to increase significantly the help which is available to schools. Over time, we expect the Connexions Service to level up services for school-age children, so that the current level of help is not only protected but extended throughout the country. The aim will be to level up the resources which are available to schools in similar circumstances, and bring current disparities to an end.

40. To provide a safeguard within the system for individual schools, we expect that all maintained secondary schools will receive at least one day per week of personal adviser time, which will be spent in direct contact with pupils. A significant number of schools do not receive this level of help from the careers service at present. It provides a starting point, from which the service can build up progressively over a number of years. One day per week will be a rule of thumb, but due account should also be taken of school size, GCSE results and the incidence of under-performing groups.

41. Overall, we would normally expect Connexions Partnerships to spend at least 35-40% of their budget on work with the 13-16 year old age group. This would include not only work in schools, but a range of wider activities with school-age children, for example work with families of children who are not on school rolls, or work to improve inter-agency co-operation. This proportion is roughly similar to the proportion of the careers service budget that is currently spent on work with the pre-16 age group (currently, careers services spend about 40% of their budget on work with pre-16s in schools, although this proportion relates to a smaller funding package).

42. We will expect Connexions Partnerships to develop transparent criteria for allocating further resources to schools, in consultation with local management committees (on which schools are represented). LEAs will be represented on Connexions Partnerships and will be expected to represent effectively the views of Headteachers in their area. Connexions Partnerships will have discretion to agree the precise criteria for their area, how they will be applied and their relative weightings. However, one of the guiding principles for allocating further resources will be targeting on greatest need. In developing local criteria, we will therefore expect Connexions Partnerships to consider the following factors:

- ?? the number of pupils within the school, and whether it has a sixth form;
- ?? the number of pupils achieving less than 5 GCSEs at grades A-C and the number achieving no GCSEs; and
- ?? the incidence of underachieving groups.

43. Connexions Partnerships may also wish to take account of further factors which are relevant to the needs of schools within their area.

44. The criteria which are developed will lead Connexions Partnerships to decide broadly how resources will be allocated to schools within their area. They will need to explain their general approach to allocating resources to schools within their Business Plan – which the Connexions Service National Unit will need to agree - and communicate this to schools.

45. Connexions Partnerships will be responsible for agreeing the broad principles by which resources will be allocated for schools. It will then be for local management committees to apply these principles, and take detailed decisions on the resources that will be made available to individual schools. In doing so, local management committees will need to agree with partnerships broadly how much resource will be school-based, and how much used for specialists operating across a cluster of schools, or held centrally, for instance for ICT development or teacher training. Local management committees will also need to strike a

careful balance, to make sure that they are not perceived as “rewarding failure”. For example, they will want to consider the extent to which a school has taken effective action to tackle problems such as truancy or drug abuse, as well as the needs of its pupils.

46. Local management committees are also encouraged to take account of the resources which are already available to schools, to achieve value for money. This might include resources which are provided through the Education Welfare Service, Youth Offending Teams or local regeneration projects. However local management committees should also avoid penalising schools which are devoting resources from their own budgets to tackle attendance and inclusion issues.

47. In Excellence in Cities areas additional resources have been made available to schools, including for Learning Mentors. Since these resources are additional to other funding streams, local management committees will need to ensure that they do not figure in decisions about the level of Connexions input to each school. However, in agreeing how resources will be **deployed**, they should make sure that Connexions resources complement and support Excellence in Cities resources (see Section I, paragraph 10 which discusses the way in which Connexions personal advisers might work alongside Excellence in Cities Learning Mentors in schools).

48. Once the broad principles described in Partnerships’ Business Plans have been agreed with the national unit, local management committees will confirm the resources that have been allocated to each school by early spring.

Financial management systems

49. The Connexions Partnerships will be required to put in place robust financial systems in order to safeguard public funds. They will report to the national unit on expenditure both from the grant funding and from the resources contributed locally by partners. Partnerships will therefore need to collect information from local management committees and sub-contractors on all expenditure incurred in the delivery of the service. Partnerships will also need to provide information on the nature and beneficiaries of ESF funded activities to Government Office in line with ESF requirements for monitoring and evaluation data.

Audit requirements

50. Partnerships will need to demonstrate that they have an appropriate corporate structure, clear roles and responsibilities and that they comply with Corporate Governance Requirements (Turnbull). They will need to demonstrate that they have sound financial controls to ensure:

- ?? achievement of objectives;
- ?? consistency of local objectives with national objectives;
- ?? economy and efficient and equitable use of resource;
- ?? compliance with laws, regulations and grant conditions;
- ?? safeguarding assets (including against fraud);
- ?? integrity and reliability of accounts and data;
- ?? robust systems to produce valid, timely and accurate information;
- ?? financial accounting information systems to produce annual reports and accounts;
- ?? management accounting systems to monitor performance against budget and exercise day to day control;
- ?? Government Accounting requirements.

51. Partnerships will need to demonstrate that they have adopted key public sector values: propriety, regularity and value for money.

52. It is highly likely that audit arrangements will vary depending on the structure of the Partnership. Further guidance will be made available later in the Autumn.

Accountability

53. Partnerships should ensure their Plans meet the accountability requirements set out in *Connexions Service: prospectus and specification* paragraph 4.8 to 4.12. They should report against all the key areas in their Business Plan, and respond to audit and inspection reports.

SECTION M: SETTING AND AGREEING TARGETS

Key Requirements:

- ?? agreeing a suitably stretching target under each of the headline targets;
- ?? liaise with relevant bodies to agree contributions to shared targets.

1. The headline targets which the Connexions Service will contribute to are set out in the table below. These build on the headline targets which were announced in *Connexions: The best start in life for every young person*. However, they have been updated to reflect the targets which were agreed for 2004 and beyond in the Government's Year 2000 Spending Review.
2. Clearly the Connexions Service does not have a lead role in the achievement of many of these targets nor does it have sole responsibility for delivery. This is a new approach and we will expect Connexions Partnerships to contribute and play a full part in working alongside other agencies to achieve these cross-cutting targets more effectively. However the Connexions Partnerships will have a leading role in helping to achieve the target on 16-17 year old participation (target 1b).
3. These targets, particularly those which relate to young people at risk, must be seen within the context of a Service which aims to help **all** young people to participate effectively in learning. Partnerships will be expected to specify in their Plans the service that will be provided to **all** young people - including those who are at risk - to ensure they get the support they need. This will be underpinned by the quality standards for the service and the inspection process. It is also important to remember that the Connexions Service has key statutory obligations for which we have not set targets - for example the provision of careers information, advice and guidance. We do not consider that it is necessary to agree specific targets for these activities, as they are requirements that **must be** met. Compliance will be monitored by the national unit.

Headline targets

4. All of the headline targets are important. However, they are also wide ranging, so we recognise the need to focus activity during the phased introduction of the Connexions Service. We will therefore expect the Connexions Service to concentrate initially on making early progress towards improving participation and achievement. Targets 1 and 2 below will therefore be "**primary targets**" for the Service.
5. The primary targets for participation focus on reducing truancy and increasing the number of 16 and 17 year olds in education and training (Targets 1a and 1b). For achievement they focus on GCSE (or equivalent) attainment at 16 and the achievement of a level 2 qualification by aged 19 - this is now seen as the baseline for effective participation in the world of work (Targets 2a, b and c). These participation and achievement targets will be primary targets for at least the first 2 years. They would be a vital first step, that will help to achieve more rapid progress towards **all** of the other headline targets.
6. This does not imply that the other targets are less important. On the contrary if we are to improve participation and achievement significantly we will need to make progress towards all the targets.
7. As discussed in paragraph 2, the Connexions Service will not be solely responsible for achieving any of the headline targets. Responsibility will be shared, since the Connexions Service will need to work with a range of different partners to deliver them effectively. We also recognise that the influence of the Connexions Service may be indirect in some cases (for

example, the target to reduce the rate of teenage conceptions). Nevertheless, the service can and will play an important role in helping to achieve **all** of the headline targets, working in partnership with others.

Primary Targets
<p>1. Participation in education and training</p> <p>a) reduce <i>truancy</i> by 2004 by a further 10% from that achieved by 2002.</p> <p>b) increase the proportion of 16 and 17 year olds in education and training (from 82% end 1998) to 90% by 2004.</p> <p>2. Achievement</p> <p>a) by 2004 to increase by 3 percentage points the number of 19-year olds with a level 2 qualification compared to 2002.</p> <p>b) increase the proportion of 16 year olds obtaining 5 or more GCSEs at grades A*-C <u>or equivalent</u> by 4% between 2002 and 2004.</p> <p>c) 95% 16 year olds achieving 1 or more A*-G by 2002, (replaced in 2002 by target 2d).</p> <p>d) by 2004, 92% of 16 year olds should obtain 5 or more GCSEs at grades at A*-G <u>or equivalent</u> including English and maths GCSE.</p> <p>In achieving these primary targets, we will expect Connexions Partnerships to give particular support to young people at risk, including: minority ethnic groups; teenage mothers; young people in public care; young people with learning difficulties and disabilities; young offenders and those from neighbourhoods with significantly lower participation than typical. The aim will be for participation and achievement by these groups to converge with that of the population as a whole (see target 7 below).</p>
Wider Cross-Cutting Targets
<p>Connexions Partnerships will also contribute to the following cross-Government targets, working in partnership with social services departments, teenage pregnancy co-ordinators, drug action teams and youth offending teams:</p> <p>3. Care leavers</p> <p>?? improve the level of education, employment and training for care leavers aged 19, so that levels for this group are at least 75% of all young people in the same area by March 2004.</p> <p>4. Drug abuse</p> <p>?? to reduce the proportion of 13-19 year olds using illegal drugs particularly heroin and cocaine, by 25% (2005) and 50% (2008);</p> <p>5. Youth offending</p> <p>?? by 2004 to reduce by 5% the number of young people offending.</p> <p>6. Teenage pregnancy</p> <p>?? to reduce by 50 per cent the rate of conceptions amongst under 18 year olds by 2010, and establish a firm downward trend in the conception rates for the under 16s.</p> <p>7. Minority ethnic groups and young people at risk</p> <p>?? ensure that, over time, participation and achievement for minority ethnic groups and young people at risk, such as those looked after, with learning difficulties and disabilities, teenage parents and those from neighbourhoods with significantly lower participation than typical, converge with those for the population as a whole.</p>

Setting local targets

8. We will expect Partnerships to propose a suitably stretching **local** target under each of these headline targets. The target proposals will form part of the Delivery Plan, and will be subject to the agreement with the Connexions Service National Unit.

9. Connexions Partnerships should not duplicate local targets which already exist. Where they do exist Partnerships should work with local partners through linking into existing planning processes and agreeing how the support of the Connexions Service can help them to achieve

or improve upon their target. It will be essential that any local target reflects the added value which the Connexions Service brings to the outcome.

10. The **pre-16 schools targets** for reducing truancy (1a) and the attainment of GCSEs (2b, 2c and 2d) are underpinned by targets in LEA Education Development Plans (EDPs). In schools these targets will be set by school governing bodies by 31 December for the end of the following academic year (i.e. 5 terms later). In accordance with their EDPs, LEAs must also set targets at LEA level in the following January and submit them to the DfEE along with the targets which their schools have just set. Partnerships should link into this process and agree with the LEA how they are going to help achieve the EDP targets which have already been set for the 2001-02 academic year and contribute to the EDP targets which are agreed for 2002-03. This could result in higher EDP targets or targets which are reached more quickly.

11. All the pre-16 schools achievement targets contribute to reducing the numbers of young people leaving compulsory schooling without any qualifications. We have at target 2c a National Learning Target for increasing the number of young people who leave compulsory schooling with at least one qualification at GCSE grade A*-G or equivalent. This will be replaced in 2002 with target 2d for achieving 5 Grade A*-G or equivalent including maths and english by 2004. Partnerships must apply the new target from 2002 as described in para 10 above. Where partnerships consider it a priority in their area they may also wish to propose their own local target, beyond 2002, for reducing the number of young people leaving compulsory education without any qualifications.

12. The **post-16 target** for increasing the percentage of 19 year olds with a level 2 qualification (1a) is a National Learning Target for 2002. DfEE has already agreed local targets with each Learning Partnership (LP) which add up to the national target. Each October LPs receive revised data on achievement for the previous calendar year and will review progress towards their targets with Government Offices during November and December. Connexions Partnerships will need to link into this review process in Autumn 2000, and agree with Learning Partnerships how the Connexions Service can help them to meet or enhance their target.

13. The Connexions Service will have a leading role in helping to achieve the participation target for 16 and 17 year olds. As for the other headline targets, Partnerships will need to propose a level of target appropriate to their area. In doing so they should take account of the views and expertise which exists within local agencies, but in particular Learning Partnerships and the LSC.

14. In relation to the other headline targets, Partnerships will liaise with the appropriate bodies in a similar way to agree their contribution to local targets. Where local targets already exist partnerships should seek to support those rather than set additional ones as set out in 9 above.

15. Partnerships will need to liaise with local Drug Action Teams (DATs) on the target for reducing **drug misuse**, and local Youth Offending Teams (YOTs) on the target to reduce **youth offending**. However, the absence of good quality data means that it will be difficult to establish a baseline for these targets at local level. We will provide further guidance in due course, but we expect that it will only be possible to measure progress towards these two targets at regional level. This means that partnerships in each region may need to come together and agree an appropriate regional target, and what they will each contribute to achieving it. For the **teenage pregnancy** target Partnerships will liaise with local teenage pregnancy co-ordinators to agree their contribution to the target.

16. Partnerships will not be required to set a target for **care leavers** in the first year. Survey data on the status of 19-year old care leavers will not be available until the Autumn 2002 and therefore it will not be possible to set baselines and measure the target. However it remains

important for Partnerships, in conjunction with local social services departments, to ensure that progress continues to be made in increasing the number of care leavers in education, employment and training at age 19.

17. Setting targets for **black and minority ethnic groups and young people at risk** can only be achieved from a local base, because of the fragmented nature of the available data. There is currently no national data which links performance or attainment by ethnic groups (although this will be available from September 2002). Partnerships will therefore need to collect data and monitor the progress made by each of the different groups listed in target 7 in the table above towards each of the headline targets. We will expect a year on year improvement, and the Connexions Service National Unit will keep performance under regular review. If it becomes clear that the attainment of some groups is simply not converging fast enough with that of the population as a whole, the national unit will consider whether to set a national target for those particular groups. Partnerships should set local targets for those groups which they judge to need the greatest help in order to achieve **convergence**. Partnerships may wish to consider targets for other groups where these are a priority in their area e.g. asylum seekers and travellers, again in liaison with the relevant partner agencies.

18. Partnerships should also propose two or three **further local targets**, which reflect local priorities. This could include the local targets for black and minority ethnic groups and young people at risk (see above). This will enable Partnerships to demonstrate that the service is responding quickly to **local** needs and priorities. In proposing these targets, Partnerships will want to seek the views of key partners - and the priorities which have emerged through their consultations with young people. They will want to take account of the results of the mapping exercise, and any gaps or needs which have been identified. Partnerships will need to say how they propose to measure such local targets.

19. One of the key measures of success will be the extent to which the Connexions Service reduces the number of young people aged 16-19 who are Not in Education, Employment or Training (NEETs). There are difficulties in measuring this locally, because data on employment from the Labour Force Survey is not robust at local level. We will continue to monitor and publish trends at national level, but Partnerships should consider what local data is available to support a local target.

Definitions

20. It is essential that where targets are being set or data collected for different groups that consistent definitions are used. These definitions will be finalised as part of the management information requirement and contained in a guide which will be published in January.

Agreeing local targets

21. Connexions Partnerships will put forward their proposals as part of their Business Plans and will be subject to agreement with the national unit. It will be essential for Partnerships to submit supporting evidence for the target and show clearly what contribution the service will be making and how this will be measured.

Working with the Learning and Skills Council

22. If Connexions Partnerships are to meet their targets they will need work closely with their local Learning and Skills Council. They will need to work together to drive up participation and achievement so that progress is made towards the attainment of all the Connexions Service targets. In particular, if we are to meet the level 2 attainment target for 19 year olds in 2004, we need to encourage more young people to stay in learning, as well as reaching out and bringing back into learning those young people who have been the most disadvantaged and excluded. We will need to target those young people who will be 16 in 2001 if we are to

influence the outcome in 2004.

Further work in progress

23. We also intend that the Connexions Service should work towards a target to reduce the number of young people with whom it has lost touch, and are considering the detailed wording of such a target. We are also considering the scope to introduce one or two further targets or indicators, to capture the value which is added by the Connexions Service and the level of customer satisfaction. This would help Connexions Partnerships to judge how successful they have been in meeting the needs of **all** young people. We will provide further details in due course.

Nationally available data

24. The table below lists the data which will be available nationally to help Partnerships in their target setting and measurement. There is a good deal of data, particularly for black and minority ethnic groups and young people at risk, which Partnerships will need to collect locally (see paragraph 17 above).

What	When/Who	Coverage	Level
Truancy	December (Annual) by DfEE	Year to end of May, same year.	Schools and LEA
Participation in E&T 16/17 year olds	December (Annual) by DfEE	Previous year.	LEA
GCSE and GNVQ	November (Annual) by DfEE	Summer exam results, same year.	Schools and LEA
Level 2 attainment	October (Annual) by DfEE	Combined schools, TEC, FE results for previous year.	LEA/LP
Care Leavers by education, training & employment status	Annual from October 2002, by DoH	Survey of social services departments.	LEA
Drug misuse		Extended MORI Survey	
Youth Offending		Extended MORI Survey	
Teenage Pregnancy conception rates	Annual by ONS	ONS survey of SSDs. Two year delay in publishing results.	Ward level
Achievement by Black and Minority Ethnic Groups in schools	Annual from November 2002 by DfEE	Annual Schools survey	Schools /LEA

SECTION N: BEST VALUE

Key Requirements:

?? all services, whether direct delivered or delivered under subcontract should be subject to Best Value review on a 3 year cycle.

Introduction

1. Best Value was introduced to local authorities in England by Part 1 of the Local Government Act 1999. This guidance explains how we expect Best Value principles to operate within the Connexions Service. It draws on the statutory guidance produced, primarily for local authorities, to support them in meeting their statutory duty. Connexions Partnerships are not covered by the Local Government Act 1999 and therefore do not have a statutory requirement to operate Best Value, rather Partnerships are required to apply the principles of Best Value, as described in this guidance, as part of their grant agreement with the Connexions Service National Unit.

What Best Value means in the Connexions Service

2. The central purpose of Best Value is to make a real and positive difference to the services being delivered. This is consistent with the Connexions Service aim to end the current fragmentation of advice, information and support services to young people, enhance partnership working and to secure the highest standards of service and value for money. Best Value principles will support the Connexions Partnership in securing continuous improvement and having due regard to economy, efficiency and effectiveness in the way it operates.

3. Connexions Partnerships should draw from the best providers - those who provide efficient and effective services, who take account of user priorities and can offer alternative options for service delivery. These partners can come from the private, voluntary or community sector. From this base, the Partnership should plan positively for diversity: diversity in the way in which services are delivered; and diversity in their choice of provider. In this way, real flexibility can be built into services, making them better able to respond to the needs of young people in their locality. Section 3 of the *Connexions Service: Prospectus and Specification* sets out how Plans should demonstrate an optimum mix of organisations are involved in the delivery of services and that these delivery decisions are based on the quality of existing provision.

4. The Connexions Partnership should seek to achieve Best Value through:

- ?? its business planning, setting out the broad objectives and vision for the service. It should ensure that a range of providers from the public, private, voluntary and community sectors have the opportunity to deliver services which meet the quality standards for the Connexions Service;
- ?? consultation with young people, their parents and carers and the local community more widely. Consultation with the users of services is key to both Best Value and the Connexions Service. Partnerships will need to develop a consultation process which includes measures to engage hard to reach groups, for example those for whom English is not a first language;
- ?? regular reviews, which look closely at the work and aims of the Partnership and challenge why, how and by whom services are being delivered. Other elements of the reviews are: comparison with other similar organisations, competition between service providers, consultation with service users and others; performance indicators, which can show progress on past performance, or help

Partnerships compare their performance with others. Areas which performance indicators could cover are user satisfaction, cost, efficiency, quality and access.

Best Value Reviews

5. Connexions Partnerships are required to undertake Best Value Reviews of their services on a 3 yearly cycle. They should include, as an annex to their Plan, a timetable which clearly sets out the cycle for the review of services both direct delivered and sub-contracted. **However, for the phase 1 Partnerships who will have a challenging planning timetable to be able to deliver the service from 2001, we propose a compressed review cycle which would cover years 2 and 3 of their Business Plan only.**

6. Wherever possible, Connexions Partnerships should seek to harmonise its Best Value Review cycle with those of other key partner organisations, for example local authorities. Best Value Reviews within local authorities will take place over a 5 year cycle, however, it will be important wherever possible for any local authorities and Connexions Partnerships to review relevant services, for example youth or educational welfare services, at a similar or complementary time. Where a relevant service, for example the youth service, has recently (within the previous 12 months) been the subject of a local authority Best Value Review, we would not expect the Connexions Partnership to include that service in its own initial review cycle. Future review cycles should then be harmonised where this is practical.

7. If Best Value Reviews are to make a real difference to performance they should:

- ?? look across the three year planning cycle to anticipate prospective changes in the demand and delivery of services, while retaining flexibility in the delivery arrangements and ensuring that measures are in place to secure continuous improvement and innovation;
- ?? work in partnership with other organisations and recognise the benefits of involving them in the review process, this might be achieved by setting up expert panels or forums, perhaps involving service users.
 - ?? take account of the views of those currently delivering services, particularly front-line staff, who will bring an important perspective as to how the service is perceived and valued, together with ideas on how things could be improved. Connexions Partnerships should seek to ensure that appropriate feedback mechanisms exist, possibly through local managers, to enable staff to contribute to this process;
 - ?? take account of the views of service users especially those who have been traditionally under represented. Reviews should consider the way in which services impact on all young people, including minority groups.

8. A Best Value Review will need to apply the four key elements of the review process:

- ?? *Challenge*. Without the element of challenge there can be no effective review. Partnerships will need to challenge why and how a service is provided. They will be expected to demonstrate that they have considered the underlying rationale and that they recognise the potential in utilising new technology in the service. They will need to show that they are delivering outcomes in new and innovative ways whilst ensuring they have an appropriate mix of providers.
- ?? *Comparison* is critical to an effective review. Progress will need to have been made against national targets and performance indicators and these can prove useful comparison with others. Partnerships should aim to compare their current and prospective performance against their past performance and against other bodies including those in the private and voluntary sectors. Partnerships will need to look across a range of analogous services or elements of such services to compare how they perform, to identify significant performance differences and the extent to which improvements can be made over the review period. As far as

possible comparisons should be made on the basis of outcomes but with some comparison of inputs, outputs and costs in terms of assessing overall efficiency. Benchmarking can also be used in identifying efficiency improvements.

- ?? *Consultation* will be fundamental to the development and delivery of the Connexions Service. Partnerships will need to consult with and actively engage young people in the design and delivery of the service in their area as well as having a strategy for consulting key partner organisations and the wider community. Where possible Partnerships should utilise existing consultation mechanisms and exercises. New consultation mechanisms should be developed in such a way as to effectively engage groups that are typically hard to reach. Partnerships should build on existing examples of best practice, ensuring that those consulted are clear about the purpose of the consultation; how their contribution will be used; details of the timetable and decision making process; and how they can receive feedback on the outcomes.
- ?? *Competition* will be important as a way of demonstrating that functions are being carried out competitively. Competition should play an essential and enduring role in Best Value. It should be approached positively taking full account of opportunities for innovation and genuine partnership which will be available from working with others in the public, private, voluntary and community sectors. In agreeing the structure and constitution of the Connexions Partnerships it will be important to ensure that there is a strong independent voice within the Partnership. This voice will need to influence provision decisions and that can guard against a conflict of interest where individual partners may be competing to deliver the same services.

9. The Partnership should place the needs of service users uppermost, adopting an open mind as to how and by whom the service will be provided. Partnerships should develop a genuine partnership between public, private and voluntary sectors, particularly looking to involve those voluntary and community organisations serving minority groups. Partnerships should be committed as part of their Best Value Reviews to opening up services to competition. This may be subjecting services to open and competitive tendering but may also be through commissioning an independent benchmarking exercise or other mechanism.

10. An important element of Best Value is the Government's recognition of the importance of fair employment and a well-motivated and well-trained workforce, to the provision of high quality services, whether employed in the public, private or voluntary sectors. We would encourage Connexions Partnerships to take a positive approach in applying TUPE or to consider offering equivalent protection if TUPE is not applicable as a matter of law, to any staff delivering services as employees of the Partnership where those services are subsequently contracted out as a result of a Best Value Review. More information on TUPE can be found in Annex 2.

11. It will be vital that Partnerships are alert to the benefits to be gained by looking innovatively at how services can be divided and/or recombined, especially in moving away from a predominantly geographic approach to one of building on the strengths of certain providers to deliver different types of services. In this way the Partnership can both stimulate diversity and innovation and enhance choice for the young people using the services.

12. Best Value Reviews will apply equally to services that the Connexions Partnership plans to direct deliver and to those services that are provided under subcontract or other agreement. Partnerships should ensure that providers from the public, private voluntary and community sectors have been given a fair opportunity to offer relevant services on the basis of the quality of their current provision. Where services are let under sub contract an open and transparent tendering exercise should be undertaken, which is appropriate to the size and risk attached to the contract.

Reporting

13. The Connexions Service will also be subject to independent external inspection. The framework and process for inspection will be designed to reflect the multi-agency approach of the service. OFSTED are working with the Connexions Service National Unit to design the inspection framework and will manage the inspection programme, involving other inspectorates as appropriate. This may include the involvement of the Audit Commission - the Local Government Act 1999 provides for the Audit Commission to carry out inspections for Best Value purposes of local authority services.

14. Where an inspection report identifies shortcomings, the Connexions Partnership will need to develop an action plan to address these. More information can be found in Section O. As part of that action plan we would want to see that the Partnership had brought forward the Best Value Reviews on those services which were causing concern. Services should also be brought forward for review in the event of failure to meet key targets, or achieve key milestones within the Business Plan. The Partnership should revisit its Best Value Review cycle to ensure areas of poor service delivery are reviewed as soon as possible. As an annex to the Partnership's Business Plan, the review cycle, and any changes, will be agreed with their Connexions Service National Unit business manager at their quarterly review meetings. At quarterly meetings Partnerships will also include an update on the Best Value Reviews that are underway or have been completed and will agree, with its business manager, any action it intends to take in response to a completed review.

15. As part of its accountability framework to the young people and community it serves, the Connexions Partnership will be required to publish regular performance information and an annual report. The Partnership should include within its annual report the key results, in summary form, of all its Best Value Reviews completed in that year. These summaries should include the results of consultation, the alternatives considered, the agreed outcome and a plan of action. The Partnership's annual report should also include a response to any inspection reports. They should highlight any changes that they have made, or plan to make, in response to an inspection report or Best Value Review.

COMPETITIVE TENDERING AND BEST VALUE. - (SUPPLEMENT TO SECTION N)

This supplement seeks to clarify the arrangements relating to competitive tendering and best value for Connexions partnerships. It builds on the information already contained in Section L, paras 32-35, and Section N of the Planning Guidance.

Competitive Tendering

1. Where a Connexions Partnership decides to let services under sub-contract, the CSNU requires that it conduct an open and transparent competitive tendering exercise appropriate to the size and risk attached to the contract. Whether the subcontractor eventually ends up being from the public, private or voluntary sector will not be a factor in determining the process. It is our expectation that contracts will not be put out to competitive tendering more often than every 3 years as this is in keeping with the business plan and best value review cycle. Any shorter would be disruptive and any longer would be too inflexible.

2. With regard to EU procurement rules, Connexions Partnerships should note that the Connexions Service is classified as “residual” and will therefore normally be exempt from the requirement to offer contracts openly in Europe. The requirements that are being placed upon Connexions Partnerships that relate to competitive tendering are the Connexions Service National Unit’s (CSNU’s) requirements rather than EC Guidelines. Where a Connexions Partnership has a specific query relating to these requirements it should contact the Government Office or the CSNU who will refer the query to a specialist procurement advisor.

3. Arrangements for the Phase 1 areas will be treated differently to following years due to the tight timescales involved. Because there will be insufficient time for a full scale tendering exercise before April 2001, and the need to ensure continuity of services to young people, the CSNU will treat 2001-02 as a “transition” year and will be more relaxed about the requirements to tender competitively. Partnerships may decide to continue using existing providers to supply services. Arrangements for competitive tendering of services which the Connexions Partnership intends to contract out must be developed in 2001-02 and competitive tendering should take place in time for contracts from 2002. Connexions Partnerships should demonstrate in their plans that they intend to seek a wide range of providers and new ways of delivering services.

Best Value

4. Best value applies to all services that a Connexions Partnership directly delivers and those that are provided under a sub-contract or other agreement. Connexions Partnerships must actively seek to achieve best value and ensure that best value reviews are carried out on a 3-year cycle. The principles and requirements relating to best value are set out in Section N.

5. As with the requirements for competitive tendering, (see para 3) in the first year the CSNU will not require Connexions Partnerships to carry out best value reviews. However, they must provide an assurance that the services they deliver are competitive, offer quality, retain flexibility, secure continuous improvement, and stimulate innovation and diversity. After the first year, best value reviews of current provision should precede the decision of how best to procure the service in the future. We are currently developing proposals and supporting guidance for how best value reviews will operate in Connexions and we will be working to ensure that this offers a rigorous and robust system for evaluating directly delivered services alongside subcontracted services.

SECTION O: INSPECTION, QUALITY ASSURANCE AND EVALUATION

Key Requirements:

- ?? quality management processes which embody the key Connexions Service principles are established/planned;
- ?? national quality standards which are being developed are adopted;
- ?? outline existing quality arrangements;
- ?? rigorous and regular self-assessment is used in promoting continuous improvement;
- ?? conducting own research and development studies.

Commitment to quality

1. The Connexions Service will be a high quality and continuously improving service which is responsive to young people's needs. Partnerships will therefore need to incorporate quality assurance and quality improvement into their Plans. Partnerships, local management committees and the organisations with which they contract will need to commit themselves from the start to establishing quality management processes which embody the key principles set out in earlier Connexions documents.

Quality standards

2. National quality standards are being developed which all organisations involved in the planning or delivery of the new service will need to encompass. These standards are being developed in consultation with Partnerships and other stakeholders and will take account of the diversity of organisations involved in delivering the Connexions Service. The new standards will be sufficiently flexible to allow for the achievement of other relevant standards to satisfy the Connexions Service National Unit's requirements in terms of service quality. The new standards will also need to recognise the developing nature of the service and the emerging profession of personal adviser, and provide a platform for innovation.

3. The Connexions Service National Unit will be consulting on the new standards later in the year. Partnerships and other interested parties will be invited to comment and contribute to their development. The national unit is aiming to publish version 1 of the standards early in 2001. Like all sets of standards, they will need to be reviewed and evaluated periodically and revised as necessary. In the short-term, Plans will be assessed against the draft standards published in the consultation document.

Quality management: assurance and improvement

4. Because individual partner organisations will bring a variety of approaches to quality management to the Partnership, a particular quality management system is not being imposed. The Connexions Service National Unit is currently developing a quality management strategy (QMS) which will seek to incorporate the most appropriate features of the various approaches including the European Framework for Quality Management (EFQM) Model, ISO 9000, Investors in People, Chartermark, the Guidance Accreditation Board's Quality Mark, and the Best Value principles. The QMS document will show how these various approaches can be fitted together to provide a coherent quality management strategy.

5. The QMS will incorporate the quality standards and be coherent with the inspection framework being developed by OFSTED. It will also, as far as possible, be compatible with the quality improvement strategies being developed for the LSC and the Information, Advice and Guidance (IAG) programme for adults. The national unit will be consulting widely on the draft strategy during the Autumn with the aim of issuing detailed guidance early in the New Year.

6. Partnership Plans should include an outline of the quality arrangements already in place in the partner organisations and a broad strategy for convergence of partners' approaches in relation to the services to be provided under Connexions.

7. Although no particular system is being prescribed, Partnerships' quality management strategies and plans should indicate how their arrangements will encompass the key principles of **accountability, effectiveness, efficiency, people, continuous improvement and equality** which were set out in *The connexions service: prospectus and specification*.

8. Rigorous and regular self-assessment needs to be an essential element of the overall quality management strategy. This will complement the periodic independent inspections by OFSTED and provide a potent driver for quality improvement. Plans should set out the Partnership's proposals for a programme of local evaluation into impact, measurement of performance against their targets and local benchmarking, setting out how findings will be used to improve performance.

Inspection

9. OFSTED has responsibility for inspecting the Connexions Service. To this end it is developing an inspection framework. The quality standards referred to above will be taken into consideration when developing this framework. OFSTED will be consulting with Partnerships and other relevant organisations as its work on the OFSTED framework progresses. The aim is to publish the framework by March 2001. Discussions are currently taking place between the Connexions Service National Unit and OFSTED about the detailed nature and scope of the inspection activity to be carried out from April 2001. It is envisaged that in the first year OFSTED will be carrying out monitoring inspections of those Partnerships that are up and running. These early inspections will not result in individual published reports. Instead, OFSTED will produce a thematic report highlighting key issues. Inspections of Partnerships leading to published reports will commence from Autumn 2002.

Pre-inspection

10. Pre-inspection should be regarded as part of the process for assessing Partnership Plans. It will be undertaken where there are potential concerns about the Partnership's ability to deliver key aspects of the service. Such concerns may arise because of earlier audit or inspection reports on key components of the new service or comments on aspects of the Plans raised by the assessment panel or Government Office.

11. Pre-inspection may be undertaken at any time prior to contracting. It will be invited by the Connexions Service National Unit and carried out by an appropriate agency depending on the nature of the potential concerns. A report will be produced for the national unit and the findings will be shared with the Partnership in question but it will not be published. The report might be used to inform the Business Plan or specify any action required prior to contracting.

Evaluation

12. At the launch of Connexions it was made clear that evidence based practice - ensuring that new interventions are based on rigorous research and evaluation - will be one of the eight principles at the heart of policy development at both the national and local level. This principle has already been put into practice through the formative research taking place with those Partnerships piloting the Connexions Service and a conference held in June 2000 to look at the

sort of research needed to inform the development of the Connexions services. It is equally important that existing practices are regularly evaluated.

13. We are currently developing an evaluation strategy for the Connexions Service. It will be the responsibility of the Connexions Service National Unit and the Connexions Partnerships to implement this strategy. Evaluative work will be required at national and partnership levels. The national unit will initiate research to assess the overall performance of the Connexions Service against its key objectives. Partnerships will be expected to participate in these national studies. In the short term, the emphasis of the national studies is likely to be on formative evaluation - or action research - designed to identify what works and to disseminate good practice across all Partnerships. In the longer term, the evaluations will involve comparative studies to explore local differences in service efficiency and value for money, and to assess the overall impact of the Connexions Service in relation to policy objectives.

14. In addition, Partnerships are required to conduct their own rolling programme of evaluation. The focus of these studies should be on local initiatives and the way that local activities contribute to the achievement of the national objectives and performance targets. So far as Partnership level activity is concerned, the action research taking place with the Connexions pilots includes the development of an evaluative framework and associated toolkit to help providers plan and carry out rigorous research studies. Comprehensive evaluation is central to the principle of evidence based practice and Partnerships will be expected to use the findings of such research to inform their planning and delivery decisions. They can also contribute to the Best Value Reviews (see Section N). The draft framework and toolkit will be tested by the pilots and revised as necessary by the national evaluator before being published for use by Connexions Partnerships from April 2001.

SECTION P: TRACKING AND MANAGEMENT INFORMATION

Key Requirements:

- ?? monitoring the status and needs of all 13-19 year olds in a way that enables the Connexions Service to operate effectively;
- ?? providing a comprehensive register of 13-19 year olds;
- ?? maintaining contact with young people;
- ?? information can be accessed by more than one area;
- ?? creating a database, for use by personal advisers, of relevant information on each young person;
- ?? providing an information flow for Connexions Service local managers to monitor the needs and status of individuals;
- ?? providing anonymised and aggregate information to the national unit;
- ?? supplying key management information to the Connexions Service National Unit on a regular basis.

National tracking system

1. A comprehensive tracking system will start to be implemented in Autumn 2002 to support the Connexions Service by monitoring the status and needs of all 13-19 year olds. The system will hold the information needed to underpin the work of personal advisers, local management committees, Connexions Partnerships and the Connexions Service National Unit and facilitate information sharing. It will also enable young people who move between partnership areas to be supported more readily.

2. Over time the tracking system will operate in a highly standardised way, with the Connexions Partnerships and the Connexions Service National Unit all using the same software, data definitions, data formats and functionality. This will enable better sharing and exchange of information locally, nationally and between agencies. This could operate as a single national tracking database or as a series of standardised local databases interacting with a central database. However we are not expecting Partnerships to invest in costly and long term developments in their area.

3. The system will monitor the status and needs of all 13-19 year olds in a way that enables the Connexions Service to operate effectively. It will need to provide:

- ?? a comprehensive register of 13-19 year olds;
- ?? the capacity to maintain contact with young people and so reduce the numbers falling 'between the net' of organisations or losing contact when moving area;
- ?? the flexibility to allow access by more than one area if, e.g. a young person is living in one area and studying in another;
- ?? a database(s) of relevant and relatively detailed information on each young person to be used by personal advisers;
- ?? an information flow for Connexions Service local managers to monitor the needs and status of individuals as they progress through learning up to the age of 20, in such a way as to trigger intervention if they are at risk of dropping out;
- ?? an anonymised and aggregate database and information flow to enable the Connexions Service National Unit to understand and respond to issues affecting young people's participation and progress in learning.

4. It is important that some tracking capability is available as soon as the Connexions Service is up and running (i.e. from April 2001). The Connexions Service National Unit is currently working with a range of internal and external colleagues to define user requirements

and arrangements that will need to be in place from April 2001. Part of this work will be to review existing local tracking capability and consider how best to build on and enhance current capacity in the short term.

5. The Connexions Service National Unit are also looking to develop information sharing protocols that will provide the basis for local information sharing agreements. A key priority will be to ensure that the privacy of young people is preserved and that Data Protection principles are applied. As part of this, the national unit are looking to develop protocols that will form the basis for local information sharing agreements.

Management information

6. The Connexions Service National Unit will be responsible for monitoring the performance of Connexions Partnerships. Underpinning the monitoring of performance will be a requirement for Connexions Partnerships to record and supply key **management information** to the national unit on a regular basis. The management information requirement is closely linked to, but broader than, the client based information covered by the tracking system. The management information need will encompass the information in aggregate form that the Connexions Unit will require to monitor performance, including financial and resource based data.

7. The draft outline Management information is contained in Annex 3 at the end of this document.

SECTION Q: EQUAL OPPORTUNITIES

Key Requirements:

- ?? supporting young people to make informed choices by promoting equal opportunities and by challenging all forms of discrimination;
- ?? ensuring young people, have access to services wherever they live, that these services are effective whatever their background, gender, religion, race, ability or disability, or sexuality.

1. Extending opportunity and equality of opportunity is one of the eight key principles that form the basis of the new Connexions Service. All young people should be able to consider their futures without limitations to their aspirations. They should also be given the support they need to overcome any bias they may encounter in fulfilling their aims. The active promotion of equality of opportunity should permeate the whole of the service - the internal working of a Connexions Partnership, the way it treats its clients and how it works on their behalf with third parties.

2. A Connexions Equal Opportunities best practice guide is being drawn up in consultation with a number of organisations including the Commission for Racial Equality (CRE) the Equal Opportunities Commission (EOC) and the Disability Rights Commission (DRC). Equal opportunities will be covered in the Connexions Quality Standards and the OFSTED inspection framework. Summarised below are 5 key areas that will be covered in the best practice guide. Each Partnership should show in its plan how it will deliver its service in these five areas.

Management and business structures & policies

3. Every Connexions Partnership should establish management structures, including senior and board level accountability, policies and an implementation plan, to deliver its equal opportunities obligations. Policies and plans should include action in each of the five areas.

4. The Partnership's plan should include a discrete equal opportunities section covering strategy and implementation. The Partnership's annual report should also include a monitoring and evaluation report outlining progress against the equal opportunities implementation plan.

The service

5. Every Connexions Partnership should set up and monitor systems to ensure the complete range of services offered, including those delivered outside the service's premises, are consistent with and promote equal opportunity objectives.

6. The Partnership should conduct:

?? an initial baseline audit of company products including information, publications and systems for providing a service to young people, as well as a disability audit of access to premises and services;

?? regular reviews to identify and highlight both positive and negative aspects of the full range of services, policies and procedures. This should include information systems, guidance, interaction with young people, access to premises, resources and materials, referral to learning opportunities, community support etc. as well as specific areas highlighted by Partnerships for action.

7. The Partnership will need to ensure that:

- ?? it supports and advises young people to realise their aspirations, including those who wish to pursue “non-traditional” options;
- ?? its communications systems reach and encourage participation from all sectors of the community;
- ?? resources and material, including that which is produced “in-house”, reflects the local population and promotes positive messages and images on gender, ethnicity, disability and other areas of potential discrimination. All resources and materials should be available in alternative formats;
- ?? its service equips young people themselves to recognise and counter discriminatory and stereotypical behaviour.

Management Information and data systems

8. Every Connexions Partnership will be establishing client record, management information and tracking systems. These will need to be capable of monitoring the effectiveness of action to counter stereotyping and discrimination. Good management information is essential to enable Partnerships to establish the progress it is making in meeting its responsibilities for promoting equality of opportunity and countering bias and stereotyping.

Work with other organisations

9. Connexions Partnerships will need to work with outside organisations, local networks and communities to develop and take forward strategies which promote equal opportunity and challenge stereotyping and discrimination. Each service will need to develop a “map” of the relevant organisations, and will need to be able to demonstrate that it has the support and confidence of the local community, and that it has taken steps to enable local groups to participate fully.

Internal personnel practice

10. Connexions Partnerships will need to demonstrate that equal opportunities and promoting diversity are at the heart of its personnel policies. This includes establishing equal opportunities as an essential element of training and development. It should develop and implement positive action strategies as a way of increasing the number of employees from under represented groups, including men and women at all operational and management levels.

EQUAL OPPORTUNITIES BEST PRACTICE PRINCIPLES

(This is a new supplement to section Q)

Introduction

Extending opportunity and equality of opportunity is one of the eight key principles that underpin the new Connexions Service. It cannot be treated as a one off project or a series of activities that can be grafted onto the Connexions Service's functions. It is something that must permeate the whole of the Service - that is, it must be part of each organisation's culture and core practice.

Equality of opportunity applies not only to the areas covered by the Race Relations, Sex Discrimination, Disability Discrimination and Human Rights Acts. It links to the responsibility that each service will have for its local community, an issue that will be encompassed in the proposed changes to the race relation legislation to place a duty on all public bodies to promote equal opportunities. However, the Connexions Service will be asked to do more than merely comply with legislation. The 7th principle set out in "*Connexions: The best start in life for every young person*" is "Extending opportunity and equality of opportunity". This means that the Connexions Service's equal opportunities responsibilities go much wider to cover all areas where an individual or group of individuals is disadvantaged by virtue of their appearance, status or background. This ranges from individuals who experience bullying behaviour to those who have had to care for a relative on a long-term basis and as a result are subject to discriminatory action. It also extends, for example, to those who are disadvantaged because their religion or sexuality does not conform to the views of others.

Of particular concern are those individuals who are affected by multiple disadvantages such as disabled people who are from a black and minority ethnic group. The Connexions Service must be sensitive enough to be able to identify and address the needs of these individuals.

Each Connexions Service will have to demonstrate that it meets the 5 broad equal opportunity principles set out below. These have been identified, in consultation with a number of organisations including the Commission for Racial Equality (CRE) Equal Opportunities Commission (EOC) and the Disability Rights Commission (DRC) as encompassing the totality of Connexions Service operation and activity.

These five broad areas will inform the development of the equal opportunities dimension of the Connexions quality standards as expressed in the Ofsted Inspection Framework and Quality Management Framework. It is against these frameworks that each Connexions partnership will be inspected including an evaluation of individual policies and plans. These areas will also be a key element in the internal quality assurance processes of each Connexions partnership.

Work will take place during the 1st year of the operation of the Connexions Service to identify and publish best practice.

1. Management and Business Structures & Policies

Principle - Every Connexions Service will need to establish management structures, including senior and board level accountability, policies and an implementation plan to deliver their equal opportunities obligations. A best practice approach would encompass the following elements:

- a. The organisation has a discrete equal opportunities policy document for outside publication covering strategy and implementation. In particular it includes a summary in a form that young people and their parents/carers can understand and which sets out their rights and responsibilities, and a summary that can be used for reference by its staff. The document:
 - ?? takes into account a local area's requirements;
 - ?? incorporates a baseline assessment of equality related issues;
 - ?? highlights activity for each aspect of equality (gender, race, disability etc.) which is based on the assessment of the local situation;
 - ?? sets out the service's equality aims and objectives;
 - ?? is endorsed by the Chair and Chief Executive.
- b. The organisation's business plan:
 - ?? identifies a board member and a member of senior management team to actively promote and take responsibility for equal opportunities in the service's activities and internal arrangements;
 - ?? identifies resources to be allocated for the implementation of the organisation's equal opportunities plan;
 - ?? specifies equality training including general awareness and in respect of its advocacy role in promoting equal opportunities. It also highlights training opportunities for members of the board and senior management team.
- c. The organisation conducts equal opportunities audits on a regular basis with follow up action on the findings.
- d. The organisation's Annual Report includes an account of their activity on equal opportunities.

2. The Service

Principle - Every Connexions Service will need to set up and monitor systems to ensure the complete range of services offered, including those delivered outside the service premises, are consistent with and promote equal opportunity objectives. A best practice approach would encompass the following elements:

- a. The organisation conducts:
 - ?? an initial baseline audit of company products including information, publications, systems as well as a disability audit of access to premises and services.
 - ?? regular reviews to identify and highlight both positive and negative aspects of the full range of services, policies and procedures. This includes information systems, guidance, interaction with young people (e.g. through the reception, phone web, printed material, outreach contact etc.), access to premises, resources and materials, and referral to learning opportunities/jobs etc.
- b. The organisation's complaints procedures is able to address discrimination issues, covering complaints about the service itself and outside providers.
- c. The complaints procedure also includes appropriate referral mechanisms to organisations such as the EOC, CRE and DRC for access to expert support and

guidance while ensuring confidentiality - for example for advice on legislation such as the Disability Discrimination Act.

- d. The organisation's business plan includes action to "equality assure" existing and new resources and material, and take action on any shortfalls.
- e. The organisation adopts a variety of delivery methods to reach all young people such as access through local community radio and voluntary groups.
- f. The organisation ensures that:
 - ?? it has adequate advocacy and support mechanisms for those considering "non-traditional" options;
 - ?? its communications systems reach and encourage participation from all sectors of the community;
 - ?? all resources and material, including those produced "in-house", reflects the local population and promotes positive messages and images on gender, ethnicity, disability and other areas of potential discrimination;
 - ?? its service equips young people themselves to recognise and counter discriminatory and stereotypical behaviour.

3. Management Information and Data Systems

Principle - Every Connexions Service will need to establish client record, management information and tracking systems to monitor the effectiveness of action to counter stereo-typing and discrimination. This is essential to enable an organisation to establish where it is and the progress it makes to meet its responsibilities for countering bias and stereotyping. A best practice approach would encompass the following elements:

- a. Part of this process involves the setting of targets and performance measures. This covers all 5 areas.
- b. The organisation's data systems, including monthly reports and activity surveys, is designed to capture and process ethnic, gender and disability information so that all desegregated information is fed back to the Board (summary information to be passed back to DfEE). Action is taken on the information gathered including using MI to set local targets and performance measures.
- c. The information collected is consistent with national definitions and data headings to enable national comparisons to be made.
- d. The organisation conducts surveys, including sample surveys, to monitor and inform the business planning process - ensuring feedback is available to young people.

4. Work with Other Organisations

Principle - Every Connexions Service will need to work with outside organisations, local networks and communities to develop and take forward strategies which promote equality of opportunity and challenge stereo-typing and discrimination including organising events, exchanging information and sharing good practice. To do this each service will need to have a comprehensive "map" of the relevant local and national organisations. A best practice approach would encompass the following elements:

- a. The organisation:
 - ?? takes advantage of existing material - e.g. DRC and EOC material; CRE ethnic monitoring guide etc.;

- ?? ensures it works with the full range of community groups;
 - ?? involves the local community in the drawing up of the organisation's discrete equal opportunities policy document as well as other policy documents;
 - ?? works closely with the Learning and Skills Council (LSC) and employers to ensure in particular that provision and opportunities are available which enable young people to follow their chosen path;
 - ?? works with Local Learning Partnerships to exchange information with others and to draw up or co-ordinate a strategy and targets for work in this area which can be shared by all those, including schools, etc. working to support young people;
 - ?? includes equal opportunities as a theme in their regular consultations with young people, parents and local community and voluntary organisations;
 - ?? includes equal opportunities as an aspect of the events and activities that are organised to "capacity build" in the community to enable groups etc. to be consulted, to participate and to act as leaders or agents for change.
- b. Equality of opportunity is an integral part of all partnerships and relationships include:
- ?? work to promote equal opportunities and challenging stereo-typing - e.g. through work experience placements, the provision of positive role models, provision of INSET for teachers and lecturers; mentoring schemes; adoption of quality standards;
 - ?? mechanisms for feedback and the exchange of information such as the production of joint reports on activity, highlighting successes to be shared with partners, Lifelong Learning Partnerships etc..
- c. Consultation is carried out through events targeted at specific groups of people, as well as involving them in mainstream activities.
- d. The service is able to demonstrate that it has the support and confidence of the local community, and that it has taken steps to enable local groups to participate fully.

5. Internal Personnel Practice

Principle - Every Connexions Service will need to ensure equal opportunities and promoting diversity is at the heart of the organisation's personnel policies including establishing equal opportunities as an essential element of their training and development plan, and increasing the number of employees from under represented groups. A best practice approach would encompass the following elements:

- a. The organisation:
- ?? conducts a regular audit of the pattern of staff, including board members, to assess representation by all local groups;
 - ?? adopts positive action with appropriate targets to ensure that its staffing more fully reflects the local population;
 - ?? includes equal opportunities in the appraisal of all staff;
 - ?? ensures all staff at every level are equal opportunity aware and proactive;
 - ?? gathers and share good practice - e.g. by collaborating with other services, seeking advice from national bodies such as the CRE, EOC and DRC.
- b. The organisation's recruitment procedures promote diversity. The advertising of jobs take account where adverts are placed and the language in them, job descriptions and the real needs of the jobs, recruitment literature and the verbal and pictorial imagery. Applications are able to be returned in alternative and accessible formats by disabled people such as e-mail and audio tapes. In addition, the terms and conditions of posts are flexible enough to encourage and maintain diversity in the organisation's workforce.

- c. The organisation has policies that encourage diversity in career progression so that there is a culture of opportunity for advancement for all staff. This is evidenced through career development opportunities and training, and through the way interview panels are trained and managed.
- d. The organisation's training plan includes equal opportunities both as an integrated part of the overall training and as a discrete topic for all staff - not just the Personal Adviser. It :
 - ?? is based on a training needs analysis using all available intelligence in gathering information about equal opportunities training wants and needs - from the staff members, from line management and from customer and community feedback (which may need to be proactively gathered);
 - ?? equips staff with an understanding of and skill to tackle institutional racism and other forms of discrimination as well as bullying and harassment;
 - ?? enables staff to access, understand and apply message from management information and other sources of data.

SECTION R: STRUCTURES

Key Requirements:

- ?? a Connexions Partnership which is a legal entity and has a membership which is representative of key partners and is accountable and responsible for all the services delivered as part of the Connexions Service in their area;
- ?? the Partnership should have in place arrangements to fulfil the role of local management

committees, either at local authority level, groupings of local authorities or smaller boundaries;

- ?? Chairs of local management committees are members of the Connexions Partnership;
- ?? the local management committee discharges its responsibility for the day to day management of the service through a local manager;
- ?? avoiding potential conflicts of interest between those bidding to deliver services and those awarding contracts;
- ?? mechanisms that ensure value for money.

Legal structure of the Connexions Partnership

1. This section aims to share more widely the experiences of Partnerships as they explore potential structures; the problems that are emerging with some structures, which may prove difficult to resolve; and to outline some key questions which can be used to test the proposed structure against some key criteria. **This guidance is not intended to replace the responsibility that Partnerships will have to take legal advice on their formation proposals.**
2. In developing their proposals and structures, Connexions Partnerships are required to engage a wide range of partner organisations (more details are available in the specification document) although not all of these partner organisations need to be formal members of the Partnership. However, it is becoming clear that only where there is representation from a wide range of public, private, education, voluntary and community sector interests, are Partnerships able to ensure that a strong independent voice exists that can influence delivery decisions and ensure that there is no conflict of interest between those awarding contracts and those tendering to provide services.

Emerging models

3. Many Partnerships are still discussing and exploring their legal structure, while a number have already made significant and positive progress. Many proposals express the intention to establish the Connexions Partnership as a company limited by guarantee, although there are two distinct variations on this model, depending upon the existing local circumstances.
4. The first is being proposed in areas where there is an existing careers service company that is established as a company limited by guarantee. In this model the careers service company technically remains the same company as the Connexions Partnership (the careers company ceases to have a separate legal identity) but, as it can be easier to change a company's Memorandum and Articles of Association than to set up a new company, the partners agree to re-establish the company as the Connexions Partnerships. This is being achieved through changing the existing company's name, Memorandum and Articles of Association and changing its membership and Board representation to include the wide range of key partners who will need to be involved.
5. A second model is emerging where there are careers companies in the area who wish to retain their own legal identity, for example, private sector companies. In this model a separate company (limited by guarantee) is formed as the Connexions Partnership, again with broad representation from the public, private, education, voluntary and community sector. The Connexions Partnership in this model will not direct deliver services, rather it will subcontract with providers for the delivery of specific services. The relationship between the existing careers service companies and the Connexions Partnership will be as a subcontractor.

6. The strongest examples of these models demonstrate very broad representation in their proposed company membership and Board membership. Partners will wish to consider in their discussions about establishing the Partnerships that some organisations may be unable or unwilling, because of their own constitutions, to be shareholders or guarantors in the company. However, in these circumstances, partners may wish to consider making provision in the Articles of Association whereby a director(s) may be nominated by the body/bodies, for example someone nominated by the Chief Executive of the Employment Service. Membership and representation will normally include:
 - ?? all the local authorities in the area (Chief Executives);
 - ?? careers service company/companies (Chair);
 - ?? Employment Service;
 - ?? Learning and Skills Council;
 - ?? Employers;
 - ?? health authority;
 - ?? police;
 - ?? probation;
 - ?? voluntary sector.

7. It should also be noted that the Chairs of the local management committees are expected to be members of the Partnership Board (see below).

8. Many are also proposing to increase the membership of the Connexions Partnership to include young people as well as representatives from schools, FE colleges, Unions and others. Proposals will sometimes seek to include this wider representation through sub-committees of the Connexions Partnership with others proposing to offer groups, such as local Headteachers, the opportunity to agree a nominated individual who will represent their interests and perspective.

9. Key strengths of both versions of this model are that the wide ranging membership ensures representation within the Connexions Partnership beyond those who have a direct interest in delivering services. In this way it can ensure there is a strong independent voice within the Partnership influencing delivery decisions. Representation within the Partnerships should include those from a range of partners, including those without a direct financial interest in delivery decisions. By ensuring this strong independent voice that can effectively influence delivery decisions, the Partnership is more likely to avoid conflicts of interest. This structure is likely to facilitate the bringing together of careers service resource for supporting 13-19 year olds along with relevant parts of local authority youth services, within the new structures from which the multi-disciplinary personal adviser teams can operate at local level. Drawing together resources in new structures from which the multi-disciplinary personal adviser teams can operate is an important aspect of the new arrangements, as stated in *the Connexions Service: prospectus and specification*.

10. Such models also enjoy the advantage of broader and tighter control by the bodies who become the members of the Partnership, thus avoiding the potential risks of unbalanced ownership and control associated with companies limited by shares. By drawing together representation from the key partners who will be delivering Connexions branded services (directly and indirectly funded) as well as those delivering specialist services and those with wider interests, for example those with an understanding of issues for those with learning difficulties and/or disabilities, the Connexions Partnership can be truly accountable for the Connexions services in its area. The Connexions Partnership will be responsible to the Connexions Service National Unit for the quality of all the services delivered as part of the Connexions Service, this responsibility would be difficult to adequately discharge where

delivering bodies were not members of the Partnership. This model also effectively draws together all those partners who have a key role in achieving the Connexions Service cross cutting targets, which reflect the multi-agency nature of its work.

Key questions for a proposed structure

11. If a proposed model is going to operate effectively as a Connexion Partnership it will need to be an accountable and responsible body operating across agency boundaries. It should be able to make independent and unbiased delivery decisions which are based on the quality of existing provision and value for money; and be established in a way that avoids conflicts of interest when taking those delivery decisions. There are some key questions that can be asked of proposed structures which will help identify its strengths and weaknesses – regional Connexions business managers will need to be assured that these can be positively answered before agreeing a Partnership's Business Plan.
12. A number of the examples and questions listed below address a range of concerns which have arisen around models proposing what could be described as a lead body or managing agent arrangement. The outline proposals which are proposing this type of approach have yet to assure us that clear lines of accountability will be established and that the Connexions Partnership will be the accountable and responsible body for the full range of Connexions services. Where accountability can not be openly and clearly demonstrated the national unit will not enter into an agreement with an independent body on behalf of the Connexions Partnership.
13. **Can all the partners be held equally accountable (to young people; their communities; the national unit; other partners) for the services they provide under Connexions?** Where the partners are members of a Connexions Partnership which is a legal entity, there can be assurances that the Connexions Partnership itself is the accountable and responsible body. This is not so of a lead body holding the grant agreement with the national body with an informally constituted Connexions Partnership. To date, where this model has been suggested Partnerships have failed to assure us that clear lines of accountability will be established. On that basis, the national unit will not enter into an agreement with an independent organisation acting in a role which could be described as a lead body or managing agent, on behalf of the Connexions Partnership.
14. **Are there clear mechanisms in place to ensure that all partners are contributing resource to the Connexions Service and taking responsibility for the achievement of cross-cutting targets?** Again, this tends to be clearly established when the Partnership is formally constituted and all key partners are represented in either an executive or non-executive role.
15. **Where a lead body proposes to hold the grant agreement with the Connexions Service National Unit it will be held responsible for the delivery of all Connexions services in its area. How can the national unit be assured that the lead body has the status or authority to discharge that responsibility locally?** Mechanisms will be established to take action against services which do not meet the quality standards for the Connexions Service.
16. **Where a lead body proposes to hold the grant agreement with the Connexions Service National Unit how can it make independent decisions about involving a broader range of providers?** In effect there would be an inherent conflict in a delivery organisation taking decisions which would directly impact on the range and volume of services it provides itself. An informal Connexions Partnership will have no direct control on how the grant funds are used and more widely dispersed to a mix of private, public, voluntary and community sector providers.

- 17. Where a lead body arrangement is proposed, what will be the relationship between the Partnership, the contract holder and the local management committees; what mechanisms will be put in place to resolve any conflicts; and will these agreements have legal status?** It is important that the local management committees, through their local manager, have the authority to discharge their responsibility for the day to day operation of the Connexions Service in their area. This should include the management and deployment of the local network of personal advisers.
- 18. If the Connexions Partnership is to be established as a company limited by share, is the control of the organisation in the appropriate hands? What arrangements for the distribution of shares are documented in the company's articles of association?** A number of difficulties are being encountered where the proposal is to create the Connexions Partnership as a body limited by share. This maybe where partners plan to change the Memorandum and Articles of Association of an existing careers service company which is limited by shares or where they plan to establish a new company limited by share. The problems encountered relate to establishing a sufficiently wide, representative and independent range of shareholders to ensure that balance of control within the Connexions Partnership is representative of the key partners. This can also be an issue where TECs are seeking to pass on their shares to local partners. However, there are some very encouraging proposals where partners are working through these complex issues and proposing a Connexions Partnership, established as a company limited by share, which ensure that the control of the Partnership rests with a range of key partners and has a strong independent voice which can influence delivery decisions.
- 19. When defining the constitution of the Board it is important that the Partnership is clear about those Board Directors posts that it intends to be representative of a particular group of bodies or a sector, rather than representing a single organisation.** This will be an important decision for Partnerships as they will need to ensure that an individual director is clear that their role is to represent a group - they may have to be nominated or elected by their contemporaries and would lose their seat if they were no longer to represent the agreed group. Partners will need to seek legal advice on this as with other structural issues.
- 20. Partnerships should be discussing with their regional business manager (located in the GO) the proposals they are considering for the structure of the Connexions Partnership. They will want to ensure that the structure:**
- ?? adequately support the delivery of high quality services to young people;
 - ?? be representative of the key partners whose involvement in and contribution to Connexions is vital;
 - ?? demonstrate clear lines of accountability, for all Connexions services, to the national unit and to the young people and communities it serves;
 - ?? ensure financial probity and set in place clear and transparent processes and systems which are consistent with the need to safeguard the use of public funds;
 - ?? avoid the creation of multiple layers of bureaucracy.

Local management committees

- 21.** As stated in previous documents, the day to day operational management of the Connexions Service will be the responsibility of local management committees. The Chairs of these committees will be local authority Chief Executives or other top-level local figures and they will also be members of the Connexions Partnerships. The expectation is that these committees will operate on county or unitary authority boundaries or, in some cases,

where local partners decide it will allow a more effective service to be delivered, groupings of local authority areas. The local management committee will need to have a broad membership which brings together representatives from a range of bodies locally. This will include: voluntary and community organisations; careers and guidance companies; employers; representatives of statutory services including members of Youth Offending Teams; representatives from secondary schools and FE colleges; health and social services; representatives of religious bodies, as appropriate, and young people themselves.

22. The committees will be responsible for ensuring the personal adviser service works to uniform standards and reaches all young people without duplication of effort. It will also be responsible for managing the relationship between the personal advisers and other specialist support services on which they will need to call to help young people enter or stay in learning and play a positive role in their local communities.
23. In those areas where there is a single county or unitary authority covering the entire Connexions Partnership area, partners may wish to establish management committees on smaller boundaries which reflect the different needs of communities. Whatever approach the partners adopt to establishing the boundaries for the local management committees it is vital that the role of the local management committee is fulfilled effectively and membership reflects representation from the key partners locally. When thinking about the areas to be covered by the local management committees, partners will take into account the configuration of existing partnership areas, such as those for Learning Partnerships and other bodies, so that there are effective links with services such as the adult information, advice and guidance service.
24. The Connexions Service will build on the success of existing services and initiatives, including the best careers service companies, local authority led services (eg youth and social services); Youth Offending Teams; Drug Action Teams; voluntary and community providers; employers; and school and college based support services. Local management committees and Connexions Partnerships will also draw on successful partnership working developed through Single Regeneration Budget and European funded initiatives as well as New Start, Excellence in Cities and the Learning Gateway.
25. Through its broad membership, including these existing local partners, the local management committee will be best placed to ensure that the range of services that young people need are delivered in a coherent and a co-ordinated way. Only by operating at this local level can the local management committee ensure that the important work being undertaken by a range of public, private and voluntary bodies in an area is truly joined up. The local management committee will be in the best position to see linkages, to avoid duplication and to foster cross-agency working and understanding. It will be important to ensure that the appropriate links are made to other structures locally, such as DATs, Youth Offending Team Steering Groups, Crime and Disorder Partnerships and others.
26. The local management committees will discharge their responsibility for the day to day management of the local service through a local manager. The local manager will be appointed by and responsible to the local management committee. Each local management committee will agree with the Connexions Partnership what level of resourcing will be available to the local manager to deliver the service locally and what the desired targets and outcomes are to be. Where, for example, the Partnership contracts for the delivery of specific services across its area, the Connexions Partnership will specify what level of resource and service will be available to the local manager under the contract to help him or her fulfil his or her responsibilities. The local manager will manage the relationship between personal advisers employed by different partners. He or she will determine where advisers work to deliver an accessible service to their clients (for example

in schools, colleges, youth centres and 'shop front' offices) and organise the outreach work which will be needed in the community to reach young people in their own environment.

27. The local management committees and Connexions Partnerships, in discussions with headteachers, together will agree an integrated and coherent management structure for personal advisers, including staff seconded to the service, and staff working under formal or informal Partnership agreements or subcontracts. This will enable local management committees to ensure that caseloads are allocated, all young people have a personal adviser and that each personal adviser is accountable to the service for the level and quality of the support he or she gives to young people. It will also ensure that the local service has clear accountability for monitoring the quality of the support provided.

SECTION 5: COMMUNICATIONS AND BRANDING

Key Requirements:

- ?? to develop an integrated marketing and communication strategy to promote Connexions within the partnership area;
- ?? to use the name 'Connexions' and follow the guidelines for 'branding' the service locally;
- ?? to develop an active relationship with the local media.

1. As part of its Plan, the Partnership should prepare a marketing and communication strategy including the following elements describing how it plans to:

- ?? promote the service to all young people with particular attention to those who have special or additional needs;
- ?? promote the service to all parents and carers to encourage and empower them to support their young person's choices and transition;
- ?? promote the service to employers, schools and colleges, local communities, including black and other minority ethnic groups, public bodies and others whose co-operation and collaboration will contribute to the success of the service and its clients;
- ?? build an active relationship with local print and electronic media;
- ?? report to the Connexions Service National Unit, any issues of media concern that might reflect adversely on the Service;
- ?? work collaboratively with the Connexions Service National Unit to complement national publicity activities and promote them locally, including providing local examples of good practice as required;
- ?? distribute and facilitate the use of nationally produced information and publicity materials, adapting them for local use as appropriate;
- ?? provide copies of locally produced materials and information on publicity activities to the Connexions Service National Unit;
- ?? work with other local bodies to promote impartial information about learning and other opportunities;
- ?? provide to and facilitate the use of targeted information for all young people to help them and encourage them to make appropriate life choices, including those related to transition at age 16.

Branding

2. The Connexions Service will have a national branding and publicity strategy to ensure that all audiences, especially young people, receive coherent messages and presentation across England and to enable national promotion of the service. The branding is being developed currently with young people and those who advise them.

3. Detailed and practical guidelines will be made available to partnerships in paper and electronic formats to enable them to use the branding easily and cost effectively. Partnerships should include their proposals for using the branding locally in their marketing and communications strategy.

4. The guidelines will also offer advice on how to work with the local media, suggestions on how to organise exhibitions and conferences, a guide to the Connexions style of the house, how to get the best from photography and how to evaluate marketing activities. These will be available in November 2000.

Exchange of good practice

5. The Connexions Service National Unit will publish a regular newsletter for people working as personal advisers. The first edition in early November 2000 will include information from the national unit and stories about practice in the field. The national unit will create a restricted area of the Connexions website to enable Partnerships and personal advisers to share experience.

Nationally produced information and publicity materials

6. The Connexions Service National Unit will publish details of nationally produced materials to help Partnerships do what is requested in paragraph 1 above. These materials will be adaptable by Partnerships for local use, for example adding their own name.

ANNEX 1: CONNEXIONS PRINCIPLES

The service will be based on eight key principles:

- ?? raising aspirations - setting high expectations of every individual;
- ?? meeting individual need - and overcoming barriers to learning;
- ?? taking account of the views of young people - individually and collectively, as the new service is developed and as it is operated locally;
- ?? inclusion - keeping young people in mainstream education and training and preventing them moving to the margins of their community;
- ?? partnership - agencies collaborating to achieve more for young people, parents and communities than agencies working in isolation;
- ?? community involvement and neighbourhood renewal - through involvement of community mentors and through personal advisers brokering access to local welfare, health, arts, sport and guidance networks;
- ?? extending opportunity and equality of opportunity - raising participation and achievement levels for all young people, influencing the availability, suitability and quality of provision and raising awareness of opportunities;
- ?? evidence based practice - ensuring that new interventions are based on rigorous research and evaluation into 'what works'.

Further information on the key principles can be found in: *Connexions: The best start in life for every young person (Chapter 6)*, and *The connexions service: prospectus and specification (Section 2 and Annex 2)*.

ANNEX 2: RELEVANT LEGISLATION

1. There are a number of Acts which Partnerships should consider and a brief summary of the most relevant follows. For further information you should obtain a copy of the full text of the relevant legislation. This is not a definitive guide to relevant legislation and Partnerships should seek their own legal advice.

Learning and Skills Act 2000 (Chapter 21 part V)

2. The Learning and Skills Act creates a framework to allow the establishment of a service to support and encourage young people to continue, return to and participate effectively in education and training. It gives the Secretary of State powers to secure the provision of support for all 13-19 year olds. The Secretary of State must ensure that there is no reduction in the quality or quantity of existing information, advice or guidance services for young people.

3. Before making arrangements for the provision of services for young people in a local area the Secretary of State must consult those named in the Act. In addition he should consult any other voluntary sector or other body that is appropriate. The statutory bodies consulted will be under a duty to collaborate with the Secretary of State and with service providers to support and assist the provision of services in their area.

4. Clauses 117, 119 & 120 allow for the development of a comprehensive record system, to ensure prompt action is taken if young people cease to be involved in education or training. The records will also ensure continuity of service for young people who move between areas. Access to personal data from the register will be strictly regulated, the young person (or in the case of an under 16 year old the parent) will be able to refuse to allow access to their individual record.

5. The Act places a duty on the Secretary of State to make arrangements for the inspections of support services and careers service provision. The Act also gives the Secretary of State a power to request that OFSTED inspect, report and advise on service provision, and it provides for the extension of OFSTED's statutory powers to ensure that they are able to undertake such inspections.

Trade Union Reform and Employment Right Act 1993

6. Sections 45 and 46 of The Trade Union Reform and Employment Right Act 1993 (TURER) place a duty on the Secretary of State to secure the provision of careers guidance and placing services for people attending and leaving schools and colleges. The duty to provide the service may be discharged by directing LEAs, or by making an arrangement with providers which may include LEAs, or other private or public sector organisations. The Act also gives the Secretary of State power to arrange for the provision of such services for other people. The Act requires that these services are provided in accordance with guidance given by the Secretary of State.

The Education Act 1997

7. Section 43-45 of the Education Act 1997 state that maintained schools must provide pupils with a programme of careers education, give careers advisers access to pupils and provide pupils with access to careers information. Under section 46 the Secretary of State has powers to extend or modify the provisions of sections 43-45.

Local Government Act 1999

8. Part 1 of the Local Government Act 1999 imposes requirements on local and certain other authorities relating to economy, efficiency and effectiveness. The Act requires authorities to make arrangements to secure continuous improvement in the way they carry out their functions. The Act requires authorities to review their functions, publish annual plans showing past and projected performance and introduces a programme of audit and inspections. Achieving best value covers economy, efficiency, effectiveness and the quality of services.

Health and Safety at Work Act 1974

9. Connexions Partnerships will need to comply with all relevant health and safety legislation under the Health and Safety at Work Act 1974, relevant Health and Safety Executive approved codes of practice and use all reasonable endeavours to require its contractors and sub-contractors to comply with the same. The Act sets out the general duties which employers have towards employees and members of the public, and employees have to themselves and to each other.

Children Act 1989

10. The Children Act 1989 provides the legal framework for the care and upbringing of children and for the provision of services for children in need.

11. Section 17(10) of the Act defines children in need, setting out the powers and duties of local authorities in relation to these children. It also establishes (section 31) that social services have a duty to intervene in family life if they believe that there is a likelihood that a child is suffering or likely to suffer significant harm.

12. The Act establishes the principle that the welfare of the child should be the court's paramount consideration, and that the wishes and feelings of the child should be taken into account. The Act also ensures that parents are given full opportunity to be involved in decisions about their children. The concept of parental responsibility, introduced in the Act, is defined to include all the rights, powers, authority and duties of parents in relation to a child and his property (section 3(1)).

13. Sections 27 and 47 of the Act place specific duties on agencies to co-operate in the interests of vulnerable children. (See bibliography for details of Children Act guidance and related publications).

Children (Leaving Care) Bill

14. The Children (Leaving Care) Bill is expected to complete its parliamentary stages in Autumn 2000 for implementation from April 2001. Its principal aim is to improve the life chances of young people living in and leaving local authority care. The Bill is based on the proposals in the consultation document *Me, Survive, Out There? – New Arrangements for Young People Living in and Leaving Care*, published in July 1999. The basis of the Bill is to impose new and stronger duties upon local authorities to support looked-after 16 and 17 year olds and care leavers until they are at least 21.

Disability Discrimination Act 1995

15. From December 1996 it has been unlawful for service providers to treat disabled people less favourably for a reason related to their disability. Since October 1999, service providers (including health and social services) have been

required to make “reasonable adjustments” or provide an alternative method of service. The *Code of Practice on Rights of Access: Goods, Facilities, Services and Premises* (1999), sets out the relevant duties for local authorities in the provision of services. A Disability Rights Commission was established in April 2000.

Human Rights Act 1998

16. The Human Rights Act will be brought fully into force on 2 October 2000, making it unlawful for a public authority to act in a way which infringes a person's rights and freedoms under the European Convention. Central and local government (DfEE and LEAs) are obvious public authorities and the Act's definition also includes bodies “whose functions are of a public nature”, including Connexions Partnerships. Where Partnerships are taking decisions which will determine a person's civil rights and obligations, they will need to ensure the procedural requirements of the relevant Articles in the Convention are met.

Criminal Justice and Court Services Bill

17. The Bill will create **CAFCASS (Children and Family Court Advisory and Support Service)** bringing Family Court Welfare, guardian ad litem and Official Solicitor's children's work together into one new body covering England and Wales from April 2001 (subject to Royal Assent this Autumn). There is a potential interface between the work of the Connexions personal advisers and the officers of the CAFCASS service in areas of CAFCASS' operation. These include where:

- ?? there is a contested contact/residence application for a young person (section 8, Children Act 1989);
- ?? a young person is subject to care and related proceedings brought by a local authority (section 31 Children Act 1989);
- ?? the young person is the subject of adoption proceedings (Adoption Act 1976).

18. There may need to be a flow of information from the Connexions personal adviser to the officer of the CAFCASS service to assist the courts. Due to the confidential nature of court enquiries and proceedings, an exchange of information between the two services may not always be reciprocated.

Transfer of Undertakings (Protection of Employment) Regulations 1981 Statutory Instrument 1981/1794 as amended by Statutory Instrument 1999/1925

19. Transfer of Undertakings (Protection of Employment) Regulations (TUPE) was introduced within the UK in 1981 to give effect to European Council Directive 77/187 on Business Transfers, commonly referred to as the Acquired Rights Directive. It provides that where certain conditions are met, the contracts of employment of employees of one employer (the transferor) pass to another employer (the transferee) when the undertaking, or part thereof in which they work, is transferred.

20. Both Connexions Partnerships, and the organisations who currently employ those staff who transfer across to work in the Connexions Service, will need to familiarise themselves with the legal requirements of the TUPE Regulations. They will need to consider the implications for the arrangements which are being agreed locally for the delivery of the Connexions Service, and take legal advice where necessary.

21. Staff needed to deliver the Connexions Service include a significant number of professional, management, technical and administrative support staff. Whilst staff will eventually be recruited from the open market, it is likely that a significant proportion of the initial personnel of Connexions will come from those providing existing services, for example through careers service companies and the Youth Service.

22. Where the Connexions Partnership takes on activities which are currently undertaken by other organisations, it is likely there will be staff who are subject to consideration for a protected transfer. For example, the current careers service companies carry out the Secretary of State's duty to ensure the delivery of careers information, advice and guidance. Similarly, those parts of the Youth Service which are affected directly, as well as those currently working in other organisations whose existing activities and functions are transferring to Connexions, may be candidates for a protected transfer under TUPE.

23. Connexions Partnerships will need to determine and publish their key activities and functional requirements, in order to enable comparisons to be made with existing activities and functions of careers service companies, relevant parts of the Youth Service and other linked organisations. It will be particularly important to set out the activities of personal advisers.

24. We would encourage Connexions Partnerships to take a positive approach towards TUPE. Where appropriate, they should follow the principles set out in the Cabinet Office Statement of Practice on Staff Transfers in the Public Sector. In cases where TUPE does not apply and individual staff are successful in securing posts with them, Connexions Partnerships should consider, within reason, offering similar provisions as if TUPE applied.

25. TUPE places requirements upon both the importing and exporting organisations to inform and consult representatives of employees who will be affected by a transfer. It will be important that these consultations should take place at an early stage in the process. Even where TUPE will not apply, employee representatives should still be consulted and informed.

Further information and useful publications for each Act can be found in the bibliography.

ANNEX 3

DRAFT

OUTLINE MANAGEMENT INFORMATION

REQUIREMENT

FOR THE

CONNEXIONS SERVICE

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SECTION 1. INTRODUCTION & BACKGROUND

1. The Connexions Service Planning Guidance requires Connexions Partnerships to set out in their Business Plans *‘ the systems it will have in place from April 2001 to enable it to share and exchange information, produce management information and track individual people ‘*.
2. The development of Partnerships’ systems will need to be informed by the information needs of Connexions Service National Unit (CSNU). The recently issued Connexions Service Planning Guidance identifies a number of areas where partnerships will need to collect MI, for example in setting and monitoring headline targets. Over the next few months the aim is to develop and agree the MI that Partnerships will collect and supply to CSNU from April 2001. The CSNU will make available a comprehensive MI Guide in January 2001 following discussions with the first round of Partnerships.

The Outline MI document

3. The purpose of this document is to provide Connexions Partnerships starting from April 2001 with an indication of the areas of Management Information (MI) they will be expected to provide the Connexions Service National Unit (see Section 3). **This is a draft outline requirement that will be subject to further change and development following further input from early Connexions Partnerships and Government Offices.** In addition, the aim is to provide Connexions Partnerships with information on the DfEE system and methods that will be used to collect MI from April 2001 (see Section 4).

The importance of collecting MI

4. A sound base of MI is needed by the CSNU to make judgements on the capabilities and effectiveness of Partnerships, to monitor progress towards meeting key targets, to drive up overall quality through continuous improvement and to demonstrate the success of the new service
5. The MI collected from partnerships will be used to:
 - ?? Establish baselines to facilitate monitoring change over time. Partnerships are currently focusing on key baseline information through their use of the Mapping Tool to establish local needs. Some of this information will be included in Business Plans and the aim will be to use established planning table arrangements to collect this information in a standard format to facilitate comparisons.
 - ?? Monitor the capacity of Partnerships to provide a full service. Partnerships will not be operating a full range of services from April 2001 and this will need to be reflected in the approach to data collection. The build up of a service, in particular the status, recruitment and training of Personal Advisers will provide an important indication of the state of readiness of a service to meet its objectives.
 - ?? Monitor statutory requirements and other published commitments. From the outset it will be necessary to know whether Partnerships are meeting statutory requirements and

commitments. While it may be difficult for MI to demonstrate obligations around universality, it will be possible to monitor specific aspects such as those for SEN and LDD young people. Other commitments include monitoring those made around the minimum levels of resources to be deployed in schools and colleges.

?? Develop key indicator MI. Progress towards the national headline targets will clearly be important when highlighting performance and success. However, many of the targets will only be reported on an annual basis and are unlikely to offer much in the short term. The development of a limited number of standardised key indicators covering aspects of performance offers the prospect of more immediate feedback. Indicators might cover:

- ?? contact levels for specific groups such as ethnic minorities or care leavers;
- ?? contact levels through new technology, particularly web and email facilities;
- ?? response and waiting times for access of certain groups of young people to a PA, a specialist service or training opportunity;
- ?? retention levels, particularly post 16 education and training;

6. Further work will be undertaken with Partnerships to explore the value and feasibility of these indicators.

Future developments

7. There are several key areas of work that will impact on the development of the MI requirement:

- ?? the Connexions Framework for Assessment, Planning and Review;
- ?? the arrangements for exchanging information between Partnerships and other key organisations, particularly the LSC;
- ?? the introduction of the Connexions Card from September 2001;
- ?? the introduction of Connexions Direct, initially on a pilot basis;
- ?? the introduction of ESF co-financing and the requirements to provide beneficiary MI to support any ESF bids

8. As these developments come on stream it will be necessary to adapt the overall MI Requirement although the aim will be to try to limit the number of in-year changes to MI collection.

Supporting narrative information

9. The MI will need to be supported by narrative information to provide comprehensive feedback arrangements to the centre. Experience with the monthly monitoring reports of Pilot activity has shown that setting the right questions and headings is crucial to providing useable and concise information.

10. It is proposed that the monthly narrative information from Partnerships should focus on three broad areas:
 - ?? Information in support of MI;
 - ?? Information on the effectiveness of Partnership working arrangements including the involvement of young people in decision making;
 - ?? Information on the impact of services including achievements and responses of young people.
11. Building on the experience of the Pilots it is envisaged that these broad areas would be divided into very specific headings, which together with the MI, would enable CSNU to aggregate responses to form the basis of monthly feedback to a range of audiences including Ministers. These monthly returns from partnerships would be supplemented by quarterly reports from GOs focusing on progress towards delivering contract.

Data To Be Provided At Start Of Operational Year

Information to be provided from business plan

Partnerships

- ?? Composition of Board
- ?? LMCs
- ?? Sources of funding other than DfEE, any expected in kind contributions from partners

Personal Advisers

- ?? Number of PAs employed /seconded
- ?? Source (where recruited from)
- ?? Ethnic background
- ?? Qualifications

Individuals

- ?? Characteristics of 13-19 cohort

Information to be provided through planning tables

- ?? Planned distribution of staff resources (PAs, front line staff, management/admin)
- ?? Funding information
 - o Profile of Expenditure throughout year
 - o Profile of Other funds
- ?? 13-19 cohort in Partnership area – based on mapping tool
 - o Gender
 - o Ethnicity
 - o Special needs/learning difficulties and disabilities
 - o Teenage Parents
- ?? The number who require:
 - o Intensive support
 - o Support for those at risk of disengaging
 - o Minimum Intervention

This data is important to provide baseline information at the start of the contract year on the make up of the Connexions Partnership, how the Partnership expects to use staff resources throughout the year as well as the characteristics of all young people in the Partnership Area and the characteristics of the Personal Advisors providing the service.

Data To Be Provided through Monthly Management Information

?? Information on Personal Advisors

- o Number of PAs recruited and source of recruitment
- o Number of PAs undertaking training
- o Number of PAs in post by qualification
- o Number of PAs no longer active in the month
- o Number of interviews by PA
- o Number of referrals to specialist services
- o Number of clients awaiting an interview with a PA
 - ?? by length of wait and type of service required
 - ?? supplemented by narrative report
- o Number of clients who did not attend for pre-arranged interview

Information to demonstrate the build up of the PA network by reporting on the recruitment and retention of staff and the training undertaken. To identify any delays in a young person's access to a Personal Adviser supplemented by a narrative report to highlight areas of concern

Section 2 – Outline Management Information Requirement

?? Monthly breakdown of activities of those in post compulsory education

- o Full time Education
- o Work Based Training (GST)
- o Voluntary Work
- o Not in full time education, training or employment
- o Active in the Labour market (including those actively seeking help via other agencies eg Jobcentre and those not seeking Connexions help in finding work)
- o Not active in labour market (eg supporting family, illness, in custody, etc)
- o Current situation not known (ie No Contact)

?? Numbers not in Education, Training or Employment**Number moving into this category from:-**

- o Compulsory education
- o Full time post compulsory education
- o Employment (including employed status training)
- o Work based training (non employed status)
- o Not previously active in labour market

Number leaving this category to:-

- o Full time education
- o Work based training
- o Employment
- o No longer active in labour market

Information to demonstrate the participation of young people in the area and show the trends of movement into and out of unemployment.

?? Learning Gateway Information

- o Clients joining the Learning Gateway
- o Total on Learning Gateway register at the end of the month
- o Clients awaiting a training/ FE place
- o Number of participants leaving the Learning Gateway during the month:-
 - ?? from Life Skills
 - ?? from Front End
 - ?? Into Learning
 - ?? Not Into Learning

Information on work with young people in Learning Gateway which will be aggregated with Careers Service data to provide National Information on Gateway clients. Note: it is necessary to identify Learning Gateway participants separately from other caseloads because of the arrangements with the Employment Service and the way Learning Gateway participants are treated.

?? Information on Learning Entitlement/Guarantee**?? Information on clients with additional needs**

Information to meet statutory requirements

?? Client Outcomes

- o Placings into employment
 - ?? With and without training and by client status
- o Placings into work based training (non employed status)
- o Placings into education

Information to meet Employment Service requirements

?? Movement into learning - clients not at “level 2” in employment without training

- o Number started training leading to an NVQ level 2 or equivalent

Section 2 – Outline Management Information Requirement

- o Number started GCSE qualification(s)

Information to demonstrate work undertaken to support the Right to Time off for Study and Training Legislation

Data on work with Opportunity Providers**?? Job vacancies**

- o Notified
- o Filled
- o Cancelled
- o Unfilled at end of the month

Information to meet statutory requirements to ONS on number of unfilled vacancies

?? Help Provided through ICT measures

- o Number of clients helped via E-mail
- o Number of hits on website
- o Other ICT measures

Information to demonstrate innovative measures to work with all young people in the area

Data To Be Provided through Quarterly Management Information

?? Work with those in full time education

- o Individual Interviews with those in compulsory educations
 - ?? By year group
- o The number who require:
 - ?? Intensive support
 - ?? Support for those at risk of disengaging
 - ?? Minimum Intervention

Information to demonstrate work with those in compulsory education

Data To Be Provided through Annual Management Information
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?? Annual Activity survey of destination of young people in the first year of leaving post compulsory education

Information to be published alongside Careers Service data in the annual "Moving On" booklet. The future of the annual Activity survey will be reviewed in 2001/2.

Information To Be Provided through Monthly/Quarterly Narrative Reports

A series of themed monthly narrative reports to provide Connexions Service National Unit with more detailed information than pure numbers on the progress of the Partnership in a range of key areas

For example:

- ?? YP Satisfaction with the service
- ?? Convergence of equal opportunities target groups
- ?? Performance against locally agreed targets
- ?? Innovative use of ICT resources to meet objectives
- ?? Involvement of young people in decision making
- ?? LMC decisions
- ?? PA caseload information
- ?? Progress in contacting those young people who are not in contact with the Service

Information To Be Provided through Quarterly Narrative Reports via GO

- ?? Performance against business plan
- ?? Performance against headline targets

SECTION 3. SYSTEMS AND METHODS FOR THE COLLECTION OF MANAGEMENT INFORMATION

12. DfEE will provide each partnership with a copy of the Department's MI collection system, to be called NEXUS, and an operating licence for the system. NEXUS is similar to the data collection system, RHOMIS, which is currently in use in Careers Services. NEXUS will not only collect the data but collate and analyse it, providing statistical information enabling organisations to evaluate their performance at Partnership level.
13. Each Connexions partnership will forward MI data to CSNU where it will be collated centrally to produce a national picture.
14. CSNU will send monthly updates to the partnerships which will provide data on a national level for each item and period broken down by individual organisations. Careers Services will continue to use RHOMIS, forwarding their data to Government Offices as in previous years.
15. NEXUS, designed to operate on all Windows based systems, consists of a series of input screens, known as the Frontend, into which partnerships will be able to enter data, manually or by pasting from another application. Following input the user will save the data prior to sending it by e:mail to CSNU. The final stage in this process is consolidation, this aggregates the data into the analytical part of the system known as 'slice and dice'. The statistical data in slice and dice will be accessible to all users. The user will be able to customise reports, including charts if required, as well as copy and paste the data into other applications for inclusion in more formal documents.
16. CSNU will also provide:
 - ?? assistance installing NEXUS
 - ?? full training for nominated staff
 - ?? technical documentation
 - ?? Helpline to answer MI, technical or general queries
 - ?? ongoing support
 - ?? windows help files covering use of the NEXUS system and MI Guide

SECTION 4. NEXT STEPS

17. The Connexions Service National Unit will consult with the first 16 Partnerships, Government Offices and other Government Departments to refine the outline requirements in order to produce the detailed Management Information specification by the end of January 2001.
18. There are several key areas of work that will impact on the development of the MI requirement:
 - ?? the Connexions Framework for Assessment, Planning and Review;
 - ?? the arrangements for exchanging information between Partnerships and other key organisations, particularly the LSC;
 - ?? the development of an enhanced DfEE database to capture the core MI from April 2001;
 - ?? the introduction of the Connexions Card from September 2001;
 - ?? the introduction of Connexions Direct, initially on a pilot basis.
19. As these developments come on stream it will be necessary to adapt the overall MI Requirement to ensure that key aggregate information is available at the centre.
20. The proposed timetable for the next few months is:

Consultation with partnerships and Government Offices on detailed MI requirement, definitions and monthly narrative reports	December/January
Circulation of first draft of detailed MI Requirement	Early January
Final version of MI Requirement issued to Partnerships	End January
Commence installation, training and support programme for Partnerships operating DfEE database system	March/April
First data & narrative return from Partnerships at end of April	Early May

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(DETR, February 2000, DETR Publications) **(4)**

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Revitalising Health and Safety Strategy Document (DETR, June 2000, DETR Free Literature, PO Box 236, Wetherby LS23 7NB)

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Statement of Co-operation on Work with Young People with Special Needs, (Document drawn up between CSNA and Employment Service, November 1998)

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The Children Act (1989) Guidance and Regulations, Volumes 1-10, (Department of Health, 1991, HMSO, London)

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The Requirements and Guidance for Careers Services 1998, (DfEE careers services, 1998, DfEE publications, ref. R&G 98)

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Legislation and Acts

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The Children Act 1989

The Education Act 1997, Sections 43-46 **(9)**

The Local Government Act 1999, Part 1, Best Value, December 1999, DETR circular 10/99 **(3)**

The Trade Union Reform and Employment Rights Act 1993 (TURER), sections 45 & 46 **(8)**

Useful Website Addresses

1. Connexions Unit: www.connexions.gov.uk
2. Department for Education and Employment: www.dfes.gov.uk
3. Department of the Environment Transport and the Regions: www.local-regions.detr.gov.uk/bestvalue/review/consult/implement/html/index.htm
4. Department of the Environment Transport and the Regions: www.local-regions.detr.gov.uk/bestvalue/legislation/legislationindex.htm
5. Department of Health: www.doh.gov.uk/scg/cspconsultation.htm
6. European Court of Human Rights: www.echr.coe.int
7. Health and Safety Executive: www.hse.gov.uk
8. Her Majesty's Stationery Office: www.hmso.gov.uk/acts/summary/01993019.htm
9. Her Majesty's Stationery Office: www.legislation.hmso.gov.uk/acts.htm
10. Home Office: www.homeoffice.gov.uk
11. Lifelong Learning: www.lifelonglearning.dfes.gov.uk
12. NTO National Council: www.nto-nc.org
13. Sure Start Plus Initiative: www.surestart.gov.uk
14. The Cabinet Office: www.cabinet-office.gov.uk/seu
15. The Cabinet Office: www.cabinet-office.gov.uk/moderngov/1999/whitepaper/cover
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List of Abbreviations Used

BA	Benefits Agency
CAMHS	Child and Adolescent Mental Health Services
CDT	Community Drugs Team
DfEE	Department for Education and Employment
DoH	Department of Health
DSS	Department of Social Security
DAT	Drug Action Team
DPAS	Drug Prevention Advisory Service
EBL	Education Business Links
EWO	Educational Welfare Officer
EWS	Educational Welfare Service
ES	Employment Service
ESF	European Social Fund
EU	European Union
FE	Further Education
GIAM	Government Initial Audit Manual
GO	Government Office
HO	Home Office
IAG	Information Advice and Guidance
iip	Investors in People
LMI	Labour Market Information
LSC	Learning and Skills Council
LDD	Learning Disability or Difficulty
LEA	Local Education Authority
NDC	New Deal for Communities
NEETS	Not in Education, Employment or Training
NTO	National Training Organisation
NYA	National Youth Association
QIS	Quality Improvement Strategy
RDA	Regional Development Agency
SBS	Small Business Service
SEN	Special Educational Needs
SRB	Single Regeneration Budget
NTONC	The National Training Organisations National Council
TUPE	Transfer of Undertakings (Protection of Employment) Regulations
YPA	Young Persons Adviser
YOT	Youth Offending Team