

SECTION 6

Data Sharing Agreement



Department of
Education
www.deni.gov.uk
AN ROINN
Oideachais
MÄNNYSTRIE O
Lear



Department for
**Employment
and Learning**
www.deli.gov.uk

DATA SHARING AGREEMENT

between

Newtownhamilton High School

and

Department for Employment and Learning

To share data for the purpose of ensuring young people are provided with appropriate careers services.

CONTENTS

1. Purpose of the agreement
2. Specific purpose for sharing data
3. Legal basis for sharing
4. Information Governance (Description of arrangements including security matters)
5. Agreement

1. PURPOSE OF THE AGREEMENT

The purpose of this Data Sharing Agreement is to provide a framework for the secure and confidential sharing of client identifiable data.

This Individual Protocol is made under the General Data Sharing Protocol¹ and serves the purpose for specific information sharing.

This agreement has been developed to:

1. Define the specific purposes for which the signatory bodies have agreed to share data.
2. Describe the roles and structures that will support the exchange of information between bodies.
3. Set out the legal basis through which the information is shared, including reference to the Human Rights Act 1998 and the common law duty of confidentiality.
4. Describe the security procedures necessary to ensure compliance with responsibilities under the Data Protection Act and organisation specific security requirements.
5. Describe how this arrangement will be monitored and reviewed.

The signatories to this agreement will represent the following agencies/bodies:

- The school
- Department for Employment and Learning's (DEL's) Careers Service

¹ Information Commissioner's Office – Data Sharing Code of Practice 2011

2. SPECIFIC PURPOSE FOR SHARING DATA

Management Summary

1. In October 2007 the Department of Education and the Department for Employment and Learning launched the draft document “Preparing for Success” for consultation. The aim was to make policy proposals for the future development of Careers Education, Information, Advice and Guidance and to set out a strategy that will address the needs of individuals of all ages in these areas.
2. The rationale for the provision of impartial careers information, advice and guidance for all ages, has been clearly established in the European Union Resolution passed in May 2004¹ and recognises the importance of guidance activity in the context of lifelong learning. This resolution proposes that all European citizens should have access to high quality guidance provision at all stages of their lives to enable them to manage their learning and work pathways and associated transitions.
3. The need for an independent all-age strategy for Careers Education, Information, Advice and Guidance is highlighted in both the Revised Curriculum and Entitlement Programme (DE) and Success through Skills – The Skills Strategy for Northern Ireland (DEL).

Objectives

The overall aim for the sharing of pupil identifiable data between the school and DEL is to assist in the development of effective career decision makers leading to increased and appropriate participation in education, training and employment. This will include:

- Enabling pupils to develop the skills to be able to make informed decisions about their education, training and employment options, and
- Setting in place a framework to ensure people of all ages have access to good quality careers guidance so that they are able to make informed choices and achieve their potential.

¹ Preparing for Success, Careers Education, Information Advice & Guidance – Strategy & Implementation Plan

Data Subject Benefits

The purpose of this agreement is to share pupil identifiable data between the school and DEL to ensure pupils have a clear understanding of the impact of their education, training and employment choices and will make career choices which are informed and well thought through and are based on self awareness; understand the relevance of their education, skills and experience; and be aware of the opportunities and pathways available to them, locally, nationally and internationally.

The sharing of data will also ensure that those young people, who may be at risk of becoming socially excluded, can be identified by DEL and offered appropriate support and provision to reduce the possibility of them becoming/remaining NEET (Not in Education, Employment or Training).

How will this data sharing arrangement further those objectives?

The data sharing arrangement is the most effective means of identifying those data subjects eligible to receive Careers Information Advice and Guidance.

Personal Data to be shared

Class Lists
Special Needs/Disability Information (Sensitive Personal Data)
Attendance
Health and Social Care arrangements (Sensitive Personal Data)
Current/Anticipated Attainment Level
School Leaver Information

This data satisfies the Third Principle of the Data Protection Act in that it is considered adequate, relevant and not excessive information to be shared in order to deliver tailored careers information advice and guidance and to ensure the data shared relates to the correct person.

3. LEGAL BASIS FOR SHARING

First Principle

The first Data Protection principle states that data must be processed lawfully and fairly.

Sharing must be ‘fair’ by ensuring the subject is aware of what is being shared and for what purpose. Only in situations where informing the subject is likely to cause them or others significant harm/distress, or prejudice a situation, or as required by law, can this principle be set aside.

The Department for Employment and Learning has statutory power, under the **Employment and Training Act (Northern Ireland) 1950 Chapter 29** to make provision with respect to employment and the training of persons for employment; and for purposes connected therewith.

The following extract of the Act should be noted:

Section 2

(2) Without prejudice to the provisions of the last foregoing sub-section, the Ministry may make such arrangements as it considers expedient, whether by means of employment exchanges or otherwise, for the collection and furnishing of information, and the provision of advice, guidance or other services for persons of any class (whether employed or not) for any of the purposes mentioned in section one of this Act.

Human Rights Article 8: The Right to Respect for Private and Family Life, Home and Correspondence

The data sharing meets the requirements of the Human Rights Article 8 in that it is lawful (DEL has a statutory power under the 1950 Act), it is necessary in that the viability to deliver careers advice depends upon the sharing of data from the school, and it is proportionate as the minimum required personal data is being shared to meet the requirements of the service.

Schedule 2, Data Protection Act 1998

The data sharing meets condition 5 (c) and 6 of Schedule 2 of the DPA: The processing is necessary for the exercise of any functions of a government department. The nature and purpose of data sharing would not cause any prejudice to the data subjects. Careers advice could not be delivered without the personal data requested being provided to enable tailored assistance to address individual needs.

Schedule 3, Data Protection Act 1998

7.1(C) The processing is necessary for the exercise of any functions of the Crown, Minister of the Crown or a government department.

The classes of sensitive personal data that will be shared within this agreement fall under the following:

Criminal convictions

Physical/mental health or condition

Second Principle

Personal data shall be obtained only for one or more specified and lawful purposes, and shall not be further processed in any manner incompatible with that purpose or those purposes.

The purpose of this agreement is to share personal data which will provide a progressive service to help the data subject develop themselves and their potential career aspirations. Therefore, as the personal data was shared for the delivery of careers guidance, they are consistent and in this case sharing of personal data is compatible with the second principle.

Third Principle

Personal data shall be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed.

This personal data will be used to deliver careers information advice and guidance and for the purpose of identifying that both the school and DEL are dealing with the same data subject and to encourage participation in a positive destination.

Both organisations will share the minimum personal data required.

Fourth Principle

Personal data shall be accurate and, where necessary, kept up to date.

Information provided by the school will come from the pupil register and is subject to normal procedures and validations intended to ensure data quality. Any inaccuracies discovered will be notified by the school to the Careers Service.

Data provided by school will be on a one-off basis for each pupil. All data provided will be stored on DEL's Client Management System (CMS) and will be subject to DEL's normal procedures and validations intended to ensure

data quality. Any inaccuracies discovered will be notified to the school by the Careers Service.

Fifth Principle

Personal data processed for any purpose or purposes shall not be kept for longer than is necessary for that purpose or those purposes.

All data will be held for the minimum period to enable delivery of careers information, advice and guidance.

Sixth Principle

Personal data shall be processed in accordance with the rights of data subjects under this Act.

The school and DEL will comply with subject access requests in compliance with the relevant Legislation (DPA 1998) by adhering to their respective Subject Access Request policies in respect of the data subjects. The subject access requests for DEL should be directed to the Local Information Manager, Careers Service, 1st Floor, Waterfront Plaza, 8 Laganbank Road, Belfast BT1 3LY.

The subject access requests for the school should be directed to the school.

Seventh Principle

Appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.

Security Measures

DEL has developed an Information Security and Assurance Framework, certified to IS027001, which brings together into a single source an overview of the various policies, procedures and structures that have been put in place to ensure the delivery of a safe environment for the handling of all the information and data required by the Department to carry out its responsibilities.

As part of those arrangements, the Departmental Information Security and Assurance Committee (DISAC), chaired by the Senior Information Risk Officer, assists the Departmental Board in fulfilling its corporate governance responsibilities and overseeing the corporate governance and risk management processes. Corporate governance includes internal control

relating to operational and compliance controls, and risk management which, in this context, specifically includes information security.

DEL recognises that effective training and good communications are essential if a secure data environment is to be maintained. Therefore, various approaches are used to provide all staff with the necessary knowledge, awareness and skills to ensure that the Department delivers a safe environment for the management of the information it holds, DEL ensures that all centrally-mandated information security training is fully implemented within the Department.

Information Assurance is a key part of the Biannual Assurance Statement returns required from each Director. In order to inform this process, Information Asset Owners (IAO's) review information assurance within their business area on a biannual basis and provide an assurance statement to their Director.

Eighth Principle

Personal data shall not be transferred to a country or territory outside the European Economic Area, unless that country or territory ensures an adequate level of protection of the rights and freedoms of data subjects in relation to the processing of personal data

The school and DEL confirms that information will not be transferred outside the European Economic Area.

4. INFORMATION GOVERNANCE (Description of arrangements including security matters)

- The process for requesting the information;**

Data will be supplied by the school to the respective DEL Careers Manager and/or Adviser and the data will then be input by DEL support staff onto DEL's CMS system. If the information supplied by the school is in a paper format, this should be given directly to the careers adviser in a double envelope with the 'PROTECT' level of marking or via an encrypted Ironkey held by the adviser. Following input onto CMS DEL staff will destroy the paper record or delete the data from the Ironkey.

- The source of the information and, where appropriate, how the information will be extracted;**

Pupil details will be extracted from the school's class register and sent via the respective careers manager/adviser for input onto DEL's CMS system.

- **The intended recipients of the information;**

Pupil data will be provided to DEL's Careers Service and may be accessed by careers staff on an electronic client management system. We will only share pupil data with other parties to help prevent fraud or if required to do so by law.

- **How confidentiality requirements have been met;**

All data will be securely stored on DEL's CMS system and users will be subject to random security audits. All users will have personal log in details and access to client records is only permitted for the carrying out of lawful business purposes. DSD and DEL staff have access to CMS however access is restricted to those who have a business purpose to access client's personal data.

- **How security incidents will be notified;**

DEL has in place a security incident reporting procedure which all staff are aware of. Any breach of security will be notified to the school Principal within 24 hours of the breach being detected.

- **When and how the information will be disposed**

Data will be only held for the minimum period of time to allow for the delivery of careers information, advice and guidance.

- **Complaints procedures**

DEL complaints procedures are in place and can be accessed at <http://www.delni.gov.uk/es/customercommentscomplaints.pdf>

5. AGREEMENT

The bodies signing this agreement accept that the procedures laid down in this document provide a secure framework for the sharing of data between their bodies in a manner compliant with their statutory and professional responsibilities.

As such they undertake to:

- Implement and adhere to the procedures and structures set out in this agreement.
- Ensure that where these procedures are complied with, then no restriction will be placed on the sharing of information other than those specified within this agreement.

Engage in a review of this agreement at least every two years, or at the request of either of the parties to the agreement.

We the undersigned agree that each organisation that we represent will adopt and adhere to this information sharing agreement:

Newtownhamilton High School:	Careers Service:
Principal: Mr G Mullan	Careers Manager: Mr J Nolan
Signature: G Mullan	Signature: J Nolan
Date: 21/09/12	Date: 21/09/12

APPENDIX 1

Roles and Responsibilities in relationship to the Partnership Agreement

Careers Service Manager

- To agree and sign off the Partnership and Data Sharing Agreements
- To oversee the successful implementation of the Partnership Agreement
- To be the point of contact for school in respect of concerns/issues arising from the Partnership and Data Sharing Agreements

Careers Adviser

- To negotiate and agree the menu of service with the school
- To work effectively with the Learning Guidance Forum and Area Learning Community to ensure provision of high quality, impartial careers information, advice and guidance
- To provide the learner and school (with consent) with an individual Careers Guidance Action Plan
- To monitor, review and evaluate all components of the Partnership Agreement
- To adhere to the school's Safeguarding Policy
- To deliver the agreed Menu of Service
- To adhere to Careers Service policies

Principal/SMT with responsibility for CEIAG

- To agree and sign off the Partnership and Data Sharing Agreements
- To provide effective leadership and management to ensure high quality Careers Education, Information, Advice and Guidance provision to meet the needs of learners
- To work with Careers Service to effectively deliver the Partnership Agreement
- To ensure the Senior Management Team and the Board of Governors are well informed on the Partnership Agreement and review process
- To share appropriate learner information with the Careers Service
- To ensure allocation of adequate resources including time

Careers Teacher

- To ensure the delivery of effective CEIAG provision
- To negotiate the Partnership Agreement, including the Menu of Service, with the careers adviser
- To ensure the learner is effectively prepared for the guidance process
- To monitor, review and evaluate all components of the Partnership Agreement

Special Education Needs Co-ordinator - SENCO

- To engage fully with the careers adviser in collaboration with the careers teacher
- To make available appropriate learner information to the careers adviser to facilitate the guidance process
- To invite the careers adviser to all Transition Plan Meetings/Annual Reviews
- To engage actively in the review of the Partnership Agreement

Other School Personnel

- To work effectively with the careers adviser and careers teacher to facilitate the guidance process

Learner

- To engage fully in the CEIAG programme
- To be aware of the role of the Careers Service and careers adviser within the school
- To take responsibility for preparation and participation in the guidance process
- To apply the guidance received to further inform their career decision making
- To contribute to the evaluation process of CEIAG

Parents/Guardians/Carers

- To encourage and support their child to engage in the Careers Education, Information, Advice and Guidance programme

Participation & LifeSkills Worker (PAL)/ TASKE Worker

- To provide a range of support packages for young people with a learning, physical and / or sensory disabilities and their families
- To work with individuals using a person-centred approach to support them to prepare for, and move into, adult life

Transitions Co-ordinator (Education & Library Board - ELB)

- Provide an effective transition service for pupils with statements of special educational needs
- To support schools to develop and monitor connections with potential employers who could offer work experience placements for learners with statements of special need
- To work with a multi agency team to assist the ongoing education and social inclusion of young people

APPENDIX 2

Client Satisfaction Questionnaire

For Official Use Only

Careers Office:

Unit No.:

IF APPLICABLE -

School Name:

Year Group:



HELPING THE CAREERS SERVICE HELP YOU

The Careers Service is working to improve the quality and provision of Careers Services for clients. We would be very grateful if you would take the time to complete and return this questionnaire in order to help us improve our services. THANK YOU.

SECTION 1

1. How did you initially find out about the Careers Service and the services it provides?

Please tick only one box:

- | | | | | | |
|--|--------------------------|-----------------------|--------------------------|---------------------------------------|--------------------------|
| Promotional materials | <input type="checkbox"/> | Events e.g. Jobs Fair | <input type="checkbox"/> | Website | <input type="checkbox"/> |
| School | <input type="checkbox"/> | Office Display | <input type="checkbox"/> | Referral from another agency | <input type="checkbox"/> |
| Recommendation from friend, colleague or family member | | | <input type="checkbox"/> | Referral from Jobs & Benefits Adviser | <input type="checkbox"/> |

2. What services did you initially expect to receive at the Careers Guidance Interview?

Information and ideas about:

- | | | | | | | | | |
|----------------------|--------------------------|-----------|--------------------------|----------|--------------------------|--------------------------|--------------------------|--------------------------|
| Possible careers | <input type="checkbox"/> | Education | <input type="checkbox"/> | Training | <input type="checkbox"/> | Employment | <input type="checkbox"/> | |
| SAMPLE | | | | | | | | |
| Help with: | | | | | | | | |
| Interview techniques | | | | | Developing your CV | <input type="checkbox"/> | Application forms | <input type="checkbox"/> |

3. How satisfied were you with each of the following?

Satisfied

Dissatisfied

Neither

Location of your career guidance interview

Privacy

Noise levels

4. Are you aware of the Careers Service (www.nidirect.gov.uk/careers) website?

a) If yes, have you used the Careers Service (www.nidirect.gov.uk/careers) website?

Yes

No

5. Do you know what Labour Market Information (LMI) is?

Yes

No

a) If yes, do you know how to access it?

Yes

No

b) If no, would you like information on Labour Market Information (LMI)?

Yes

No

6. Have you used Careers Software Programmes?

Yes

No

If yes, please indicate below which packages you used and how satisfied you were:

Get Career Ideas (13-19) OR Get Career Ideas (Adults)

Satisfied

Dissatisfied

Neither

Accessibility

User-friendliness

Usefulness

A-Z Careers

Satisfied

Dissatisfied

Neither

Accessibility

User-friendliness

Usefulness

7. How satisfied were you with each of the following services provided by the Careers Service?

Please provide a response for each item listed:

Satisfied

Dissatisfied

Neither

Not Applicable

One-to-one interview with an adviser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completion of action plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet Access (Resource Centres only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. As a result of the Careers Guidance Interview, please rate the extent to which you agree with the following statements. Please provide a response for each item listed:

	Agree	Disagree	Neither	Not Applicable
I feel more confident about my career decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My knowledge of my career options has increased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more aware of the skills required to achieve my career goal.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I now feel I am better prepared to achieve my career goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE

9. Please tick which of the following options you are considering taking after the Careers Guidance Interview?

Education	Training	Employment	Voluntary Work	Other
<input type="checkbox"/>				

If other, please comment: _____

10. Would you recommend the Careers Service to others? Yes No

a) If no, why would you not recommend the Careers Service to others?

11. If you have any comments on your experience of the services you received, or any suggestion which might help us improve our service, please note here.

The information that you have given on this form will be used by the Careers Service for administrative purposes within the terms of the Data Protection Act 1998. We may share information with other professionals for the purpose of them supporting you in your career path. You have a right to see the data that is held about you.

Personal Declaration

I am content for the Careers Service to contact me to take part in future research

Yes No

Name: _____

Tel No/Email: _____

Signed: _____

Date: _____

Thank you for your time and co-operation with this evaluation. Your responses will help to inform service delivery. For further information please log onto the Careers Service website at www.nidirect.gov.uk/careers, or contact us either by telephone on 0300 200 7820 or by E-mail at csni@delni.gov.uk

APPENDIX 3

Characteristics associated in young people who are at risk of becoming NEET

Young people who may find themselves not in education, employment or training and face barriers are, for the most part, young people who:

- are or have been in care; left care; or are on the edge of care;
- have had negative experiences of education;
- have suffered from bullying at school;
- have literacy and numeracy problems;
- are carers;
- are parents;
- have been involved with drug and alcohol abuse;
- have a physical or learning disability;
- have committed a crime;
- have a mental illness;
- suffer an economic disadvantage; and/or
- are homeless.

Source:

Pathways to Success: Preventing exclusion and promoting participation of young people: A Northern Ireland Executive Vision, Strategy and Action Plan
Full report available at: www.delni.gov.uk/del-pathways-to-success-v6.pdf

APPENDIX 4

Directory of Diagnostic Tools

A Diagnostic Tool can be defined as a resource which is used to develop and assist a client in their career planning.

Many diagnostic tools are now available as both paper-based and/or online versions, which can be self-administered, or used as part of a one-to-one guidance intervention or group work activity.

It is recommended that results/reports generated from any diagnostic tool intervention (either self-administered or facilitated) should be discussed between the careers adviser and the client.

The tools listed in this Directory represent a sample of the wide range of diagnostic tools which are available.

Kudos

A careers matching and information programme which helps young people plan their future. Can be used by individuals with access to the internet e.g. in school, at home, in careers offices with public internet access etc. Kudos uses individual interests and qualification aspirations to generate a personalised list of career suggestions and action plan.

Main Features:

- Can be accessed online at www.nidirect.gov.uk/careers
- Suitable for 13-19 year olds
- Self administered by individuals
- Individuals work through programme at their own pace
- A printable report is available providing career suggestions and information about jobs from an A-Z list of careers
- Printable Action Plan available which can be used by the individual for future career planning

Rickter Scale

Rickter Scale is a motivational assessment tool in the form of a plastic board representing areas of a person's life, e.g. education, stress or happiness, emotional states etc. It helps to identify the barriers faced by young people in order to determine their career readiness and subsequent distance travelled as a result of the guidance intervention.

Main Features:

- Administered by careers advisers
- Suitable for young people
- Takes a maximum of 1 hour to complete
- Instrument is a plastic board with 10 sliders which can be moved along scales 1 to 10
- Careers adviser completes computer administration to generate a report which is reviewed with the client
- Client receives an Action Plan

Schools Based Diagnostic Tools

There is a range of diagnostic tools available within schools through C2K.

Learners may have completed a diagnostic tool in school and have a copy of their report in their careers folder. It may be useful to be aware of these diagnostic tools when agreeing/reviewing Partnership Agreements with schools/colleges.

Key diagnostic tools used in schools and colleges are highlighted below:

Pathfinderlive

This is a web based programme that matches interests and skills to a comprehensive database of Jobs, Careers, Higher Education subjects and Courses.

Main Features:

- Designed for use in schools and colleges
- Facilitated by careers teacher - learner must be registered with log on and password
- Individual works through the assessment tool at their own pace
- Takes between 20 to 30 minutes to complete
- Printable report generated

Pathfinderlive + HE

This careers guidance programme combines psychometric assessment of interests and matching to both jobs and courses in Higher Education. In addition to providing this it helps individuals to identify broad study areas and individual courses at UK Universities and Higher Education institutions that match their interests. This assessment tool will enable individuals to use their 'interest profile' to check suitability of HE courses and make informed decisions about advanced level course choices and HE applications.

Main Features:

- Designed for use in schools and colleges
- Facilitated by careers teacher - learner must be registered with log on and password
- Higher Education Database contains 94 subject areas and over 1060 course titles
- A Higher Education database is also available in the Republic of Ireland
- Facility to browse the Higher Education database without completing the interest profile
- General information to support Higher Education course choice and applications
- Printable report available

Additional Online Diagnostic Tools

Centigrade

Centigrade is a computer based programme which matches interests and abilities to degree, foundation degree, HND or Dip HE courses. The questionnaire consists of 150 questions and responses are scored and matched with all courses available through UCAS. The use of Centigrade can significantly improve the quality of decision making thus reducing the risk of selecting the wrong course.

Main Features:

- Can be accessed on www.centigradeonline.co.uk
- Suitable for post 16 students and adults
- Self administered by individual
- Individuals work through the programme at their own pace
- Printable report is generated at a cost to the client

Careerscape Online – A to Z of jobs

Careerscape Online provides detailed careers information, real-life case studies, topical articles and lots more.

Main Features:

- Can be accessed online at www.nidirect.gov.uk/careers
- Makes the connection between subjects and the careers they are useful for
- Suitable for young people and adults
- Provides over 700 different careers (over 1800 career titles) with over 400 real life case studies
- Provides over 80 articles exploring issues in education, training and employment
- Encourages user to look at jobs in particular environments e.g. Careers in hotels
- The information is updated three times a year

Odyssey Plus

Odyssey Plus is an occupational information programme with over 1450 job titles and detailed information on nearly 840 jobs and careers.

This database is updated annually. It provides quick and easy access to comprehensive details of job titles. There is a general information section with articles on a range of areas e.g. adult education, CVs, interviews etc.

Main Features:

- Suitable for young people & adults
- Specifying young person or adult entry to the programme produces information tailored to need
- Case studies for over 170 job titles highlight what people like and dislike about their jobs
- Printable report available

The Censeo Assessment System – MindMill

The Censeo Assessment System is a series of web or pc based profiling assessments which measure, basic natural ability, personality, motivations and body clock. It is being used in Northern Ireland for:

- Careers Guidance
- Progress Files
- Subject choices
- Learning for Life and work (employability)
- Student support (pastoral care)

The assessments are suitable for anyone with a reading age of 11 or above and are being used in post primary schools, FE Colleges and agencies dealing with the long term unemployed.

Main Features:

- An assessment can be completed in 30 minutes (based on 6 assessments, numeracy, literacy, working memory, personality, motivations and body clock)
- Reports are instantly available for use
- There are separate reports for students and advisers
- The reports allow advisers to gain a view of the person as a whole, not simply abilities and personality

Buzz Book

The Buzz Book is a simplistic collection of interactive techniques developed by teachers and students to inform and inspire young people in making positive life choices. The website has eight different areas, examples which include a Personality Test to identify strengths and preferred roles; a Download

Area for information on Learning, Self Esteem etc, and Book Excerpts for information on Top Ten Employability Skills.

Main Features:

- Can be accessed online at www.thebuzzbook.co.uk
- Suitable for 13-15 year olds
- Self administered by individuals with access to the internet, e.g. in school, at home, in careers offices with public internet access etc
- Online collection of interactive resources
- The Personality Test will assess an individual's personality type and look at self development and decision making skills
- Takes between 10 to 20 minutes to complete
- A printable report is generated for the client

Fast Tomato

Fast Tomato is a fully integrated careers education and guidance system, designed for all individuals aged 13 upwards who are considering their future career options. The tool provides an interest inventory, learning styles plus information on courses, employment opportunities and career matching.

Main Features:

- Designed for use in schools and colleges
- Can be accessed by www.fasttomato.com
- Self administered or facilitated by careers teacher
- Individuals work through the tool at their own pace
- Suitable for individuals aged 13 upwards
- Site is easy to navigate
- Produces comprehensive, well presented reports which links suggestions given to other sources of information

Useful Websites

Careers Service Website

The Careers Service website www.nidirect.gov.uk/careers is an information tool used by careers advisers in delivering an all age advice and guidance service. It assists the client in providing up to date and relevant information helping them to make more appropriate informed choices about their future career paths.

Features include:

- Suitable for all ages
- Labour Market Information
- Industry Fact Sheets
- CV Advice
- A-Z of Careers
- Get Career Ideas
 - Adult Directions (over 19 years)
 - Kudos (13-19 year olds)

NI Direct

NI Direct is the official Government website for Northern Ireland. A range of information from all government Departments is available e.g. housing, health etc.

Main Features:

- Can be accessed online at **www.nidirect.gov.uk**
- Suitable for young people and adults and has information on all government related topics
- The home page has a section for young people
- The current Homepage has a Section on Education, Learning and Skills with a sub-heading 'Qualifications explained, 14 to 19, University and Higher Education' and contains a vast amount of information
- There are direct links to many other websites e.g. Careers Service, UCAS, EGSA, JobCentre Online, Council for the Curriculum Examinations & Assessment etc
- Printable information is available from all screens

The term 'client' includes - student/pupil/young person/learner/adult.

APPENDIX 5

Application for Careers Guidance (Young People)

– for illustrative purposes only, full version available on request

The screenshot shows a web-based application form titled "Application for Careers Guidance (Young People)". At the top right is the "Ministry of Employment and Learning" logo. Below the title is a search bar labeled "Search". The main content area contains several sections:

- Personal Details:** A table with columns for Name, Date of Birth, Sex, and Address.
- Education:** A table with columns for School, Year of Leaving, and Qualification.
- Work Experience:** A table with columns for Job Title, Employer, and Dates.
- Skills:** A table with columns for Skill Type, Description, and Level.
- Interests:** A table with columns for Interest Type, Description, and Level.
- Activities:** A table with columns for Activity Type, Description, and Level.
- Personal Interests:** A table with columns for Interest Type, Description, and Level.

SAMPLE

APPENDIX 6

Menu of Service Details

The Careers Service is committed to the provision of impartial Careers Information, Advice and Guidance for all learners with particular attention given to those vulnerable to social exclusion. The Careers Service will work closely with all relevant school staff to identify those learners who are at risk of becoming disengaged from education. Specific services will be agreed dependent on the needs of the learners in each individual school. Details of services available are outlined below.

Careers Assessment & Diagnostic Tools

A Diagnostic Tool can be defined as a resource which is used to develop and assist a learner in their career planning. A directory of Diagnostic Tools can be found at Appendix 4.

Class Talk

The careers adviser may deliver class talks on a number of different topics. This can be a more effective use of time in communicating common career themes to a wider audience. For example, introducing the Careers Service and careers adviser, Subject Choice at Key Transition Stages Yr 10, 12, 14, Job Families, Decision Making, Self Awareness and Labour Market Information. (This list is neither prescriptive nor exhaustive)

Careers Guidance Interviews (CGI)

A Careers Guidance Interview (CGI) is a confidential, informal discussion with a qualified, experienced careers adviser. It is impartial, and is focused on the learner's individual needs. A CGI can help learners clarify where they are in the careers decision making process, identify what they need to do next and how they can go about it. A CGI is likely to last 30 - 45 minutes and gives learners the opportunity to:

- develop ideas about transition choices
- clarify learners ideas
- formulate an objective view of themselves and relate this to the requirements of different occupations
- discuss any plans they are considering for the future
- think through the implications of any decisions they take
- work out how they might put their ideas into practice
- gain advice on careers research strategies.

During the CGI, the careers adviser will discuss with learners their career aspirations, skills, abilities, interests, likes, dislikes, experience, aptitudes and achievements. This discussion will help learners assess their personal

strengths and help them to think about how these relate to different career options. The output should be an agreed Careers Guidance Action Plan Appendix 7.

Subsequent Careers Guidance Interviews

Depending on individual needs, the learner may require more than one career guidance intervention. A subsequent interview is appropriate for learners who require further assistance in their career decision making. It involves a review of the Action Plan and implementation of next steps.

Parents Events

Careers advisers may attend parents' events to provide Careers Information Advice and Guidance. They may be available for informal discussions, or they may present on topics such as the role of the careers adviser, Subject/Occupational Choice and Post 16 Options.

Group Work

Careers advisers may deliver a range of group work sessions. Group work offers opportunities for learners to work together to discuss common career themes in a supportive setting. Topics may include the following:

- Subject/ Occupational Choice
- STEM Opportunities
- Labour Market Information
- Work Skills
- Working Life
- Occupational Research
- Post 16 Options
- Training & Employment Options
- Qualifications Framework
- Learning Pathways and Progression
- Occupational Areas - Choosing Higher Education

(This list is neither prescriptive nor exhaustive)

Careers Conventions

The Careers Service may exhibit at Careers Conventions on request. Careers advisers may attend Careers Conventions to provide Careers Information, Advice and Guidance.

Guidance to Parents/Guardian/Carers

It is important that parents, guardians or carers understand how to support the career choices which best suit the skills, qualities, interests, values and aptitudes of their children. The Careers Service welcomes parental, guardians or carers involvement in individual learner's career decision making. Parents, guardians or carers are also welcome to visit their local Careers Office and organise a meeting with a careers adviser.

Learners who have Statements of Special Educational Need

The content of the guidance interventions should be tailored to the individual/group needs. In addition to the services outlined above the following services are provided to learners with statements of educational need:

Consultation Meeting with School/Participation & Lifeskills Worker (PAL)/Principal/ Careers Teacher

In some ELB areas an initial consultation meeting takes place between the ELB, PAL and the school. The purpose of this meeting is to determine appropriate intervention by the relevant professionals. The Careers Manager/Adviser should attend to determine appropriate Careers Service intervention.

Pre-Transition Planning Meeting

The careers adviser and Special Educational Needs Co-ordinator (SENCO) may meet to discuss learners who have a statement of Special Educational Need prior to the Transition Planning Meeting. The purpose of this meeting is to find out information on the learner's disability/learning difficulties and how this impacts on their career decision making and to inform the Transition Plan. It also enables the careers adviser to ascertain the appropriate level of Careers Service intervention.

Transition Planning Meeting (TPM)

The Careers Service must be invited to all TPMs. Careers advisers will attend all TPMs where it is appropriate to do so. During the transition planning process the careers adviser will work within a multidisciplinary team which includes ELB Transition Co-ordinators and contribute to the learner's transition plan. The careers adviser will help learners to explore their skills, aptitudes and aspirations and providing impartial careers information, advice and guidance on the range of educational, training and employment opportunities available to them. The Transition Plan will contribute to the career planning of the learner.

Annual Review Meeting

The Careers Service must be invited to all Annual Reviews. The purpose of the Annual Review is to further contribute to the career planning of the learner.

Case Conferences

Schools may convene Case Conferences for young people who have a statement of special educational need. The careers adviser may attend the Case Conference to provide Careers Information, Advice and Guidance.

APPENDIX 7

Careers Guidance Action Plan

– for illustrative purposes only, full version available on request

Careers Guidance Action Plan is completed in triplicate copy – Client, Careers Adviser and Careers Teacher with consent.

Careers Service: www.nidirect.gov.uk/careers		 Department for Employment and Learning www.deli.gov.uk	
Careers Guidance Action Plan (Young People)			
Name: _____	DOB: _____	School/College: _____	Year: _____ Class: _____
<input type="radio"/> Initial Interview	<input type="radio"/> Subsequent Interview	<input type="radio"/> Group Session	
What you hope to do at the end of Year 10, 11, 12, 13, 14, 15 – Circle year as appropriate			
<i>Tick the relevant circle</i>			
Continue in School	<input type="radio"/>	Comments	
Take an FE College Course / Higher Education Course	<input type="radio"/>		
Take up Employment	<input type="radio"/>		
Training for Success / Apprenticeships NI	<input type="radio"/>		
Office Use	<input type="radio"/> SYL Level 1	<input type="radio"/> SFW Level 1	<input type="radio"/> PLA Level 2
	<input type="radio"/> App Level 3		
We discussed the career areas marked below Tick the relevant circle			
<input type="radio"/> Agric/Hort & Animal Care	<input type="radio"/> Education & Training	<input type="radio"/> ICT	<input type="radio"/> Science & Maths
<input type="radio"/> Arts, Media & Publishing	<input type="radio"/> Eng & Manufact. Tech	<input type="radio"/> Language, Literature	<input type="radio"/> Social Science

SAMPLE