



House of Commons
Education Committee

Careers guidance for young people: The impact of the new duty on schools

Seventh Report of Session 2012–13

Volume III

Additional written evidence

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The Education Committee

The Education Committee is appointed by the House of Commons to examine the expenditure, administration and policy of the Department for Education and its associated public bodies.

Membership at time Report agreed:

Mr Graham Stuart MP (*Conservative, Beverley & Holderness*) (Chair)

Neil Carmichael MP (*Conservative, Stroud*)

Alex Cunningham MP (*Labour, Stockton North*)

Bill Esterson MP (*Labour, Sefton Central*)

Pat Glass MP (*Labour, North West Durham*)

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David Ward MP (*Liberal Democrat, Bradford East*)

Chris Whittaker MP (*Conservative, Calder Valley*)

Damian Hinds MP (*Conservative, East Hampshire*) was also a member of the Committee during the inquiry.

Powers

The Committee is one of the departmental select committees, the powers of which are set out in House of Commons Standing Orders, principally in SO No 152. These are available on the Internet via www.parliament.uk

Publications

The Reports and evidence of the Committee are published by The Stationery Office by Order of the House. All publications of the Committee (including press notices) are on the Internet at www.parliament.uk/education-committee

Committee staff

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List of additional written evidence

(published in Volume III on the Committee's website www.parliament.uk/educom)

1	Colin Dickerson	Ev w1
2	Nick Von Behr, behr outcomes	Ev w1
3	Association of Teachers and Lecturers (ATL)	Ev w2
4	Prisoners Education Trust	Ev w6
5	Which?	Ev w9
6	YMCA England	Ev w14
7	Royal Geographical Society with the Institute of British Geographers	Ev w17
8	Stonewall	Ev w19
9	Durham County Council	Ev w21
10	Sheffield Futures and Sheffield City Council	Ev w21
11	Hilton Worldwide	Ev w23
12	Working Links	Ev w25
13	The Royal College of Psychiatrists	Ev w28
14	Business in the Community	Ev w29
15	City and Guilds, and the City and Guilds Centre for Development	Ev w34
16	The Bridge Group	Ev w38
17	CITB-Construction Skills	Ev w42
18	Education for Engineering (E4E)	Ev w45
19	Prince's Trust	Ev w48
20	Careers Sector Stakeholders Alliance (CSSA)	Ev w49
21	National Institute of Adult Continuing Education (NIACE)	Ev w54
22	Cambridge Assessment	Ev w55
23	vInspired	Ev w58
24	North Tyneside Youth Council	Ev w59
25	The Work Foundation	Ev w61
26	NASUWT	Ev w63, Ev w189
27	City of York Council	Ev w68
28	Careers Solutions	Ev w69
29	Joint UK Geoscience Community	Ev w73
30	Mike Hoyer	Ev w76
31	Creative & Cultural Skills—The National Skills Academy	Ev w77
32	Association of Colleges (AoC)	Ev w79
33	EEF	Ev w83
34	Suffolk County Council	Ev w88
35	CfBT Education Trust	Ev w91
36	Andrew J McGregor	Ev w92
37	Melanie Jameson, Dyslexia Consultancy Malvern, and Christopher Rossiter, British Dyslexia Association	Ev w94
38	Bryan Summers	Ev w95
39	Warwick Institute for Employment Research (IER)	Ev w96

40	Ofsted	Ev w100, Ev w189
41	Centrepont	Ev w103
42	National Governors' Association (NGA)	Ev w106
43	National Care Advisory Service (NCAS)	Ev w108
44	Oxford Cambridge and RSA Examinations (OCR)	Ev w113
45	The Society of Motor Manufacturers and Traders (SMMT)	Ev w115
46	ANSBURY	Ev w117
47	The Science Council	Ev w121
48	UNISON	Ev w125
49	National Foundation for Education Research (NFER)	Ev w129
50	Newcastle City Council, Children's Services	Ev w133
51	The Institute of Mathematics and its Applications	Ev w137
52	Think Global and the British Council	Ev w138
53	Association of Employment and Learning Providers (AELP)	Ev w139
54	Association for Careers Education and Guidance (ACEG)	Ev w142
55	Association of South East Colleges	Ev w146
56	Gatsby Charitable Foundation	Ev w148
57	Greater Merseyside Connexions (GMCP)	Ev w151
58	Adviza	Ev w155
59	The Russell Group	Ev w156
60	The Wellcome Trust	Ev w158
61	Careers South West	Ev w159
62	David Andrews, OBE	Ev w163
63	British Youth Council	Ev w166
64	City of Bradford Metropolitan District Council, Department of Children's Services	Ev w168, Ev w188
65	National Union of Teachers (NUT)	Ev w171
66	Barry Jackson, BWJ Enterprise (Trading as Aspire Academy)	Ev w172
67	Confederation of British Industry (CBI)	Ev w175
68	National Children's Bureau	Ev w178
69	Chartered Institute of Personnel and Development (CIPD)	Ev w180
70	Pearson Think Tank and the International Centre for Guidance Studies	Ev w183
71	Bradford and Keighley Youth Parliament	Ev w185
72	FutureYou	Ev w185

Written evidence

Written evidence submitted by Colin Dickerson

1. As a careers guidance professional of 9 years standing who joined the profession as a mid-life career change, after many years in the world of commerce, working for blue chip companies such as Eli Lilly, Unilever and Roche I feel I am well placed to make an informed contribution to the deliberations of the committee. Bringing as I do to my job, a wealth of commercial experience, which I feel I use to great effect in my role working in schools and FE colleges. During my years of employment I have been able to deliver consistently low NEETS, averaging fewer than 2% in my two main schools over the last three years

Herein is my feedback for the committee:

- (2) In almost all cases the aspect of the service of careers guidance professionals requested/valued most often by clients, parents/carers and institutions is that of one to one interviews. I would suggest this should be regarded as almost sacrosanct
- (3) The professionals delivering that Information, advice and guidance should be suitably qualified to at least level 6. To ensure guidance given is of a high quality.
- (4) Educational establishments should have a statutory duty which should be reinforced and more closely defined to provide guidance that is independent and impartial, to ensure the needs of the young people are placed at the forefront of guidance and as result they are able to make fully informed choices.

Input related to careers guidance should be delivered at an earlier stage, as currently most input takes place in yrs.' 9,11. Suitable input which is age appropriate should be delivered at an earlier stage. Providing additional resources are made available to support such input

- (6) Extended school leaving age should not be seen as an excuse to provide less guidance; in fact to ensure drop rates are kept to a minimum, means helping young people to make fully informed choices becomes even more important.
- (7) Careers guidance professionals contribute to our commercial progress as a nation, helping young people to understand the requirements and demands of the work place. Equipping young people with a realistic understanding of employers needs will help them compete for jobs, provide suitable skills for employers, assist young people in focus and motivation. This will also help reduce truancy rates in schools, reduce dropout rates in colleges and employment with its obvious effect on NEETS, and reduce teenage delinquency which often feeds into criminality in later life.

October 2012

Written evidence submitted by Nick Von Behr, behr outcomes

EXECUTIVE SUMMARY

The quality of careers education, information, advice and guidance (CEIAG) provision, as with the quality of teaching, is an important facet of a successful education system. Lessons can be learned from those schools and subjects which are already ahead of the game, such as within the STEM area, and these should be applied everywhere. This could be focused at a localized level through strategic education partnerships. What matters is whether and how schools follow the guidance and the consequences of this—there needs to be a carrot and stick approach to monitoring, otherwise gains for social mobility from other Government policies may be jeopardized.

PROFILE OF AUTHOR

Nick von Behr runs an independent consultancy (**behr outcomes**) that advises on bridging the gaps between facts, outcomes and benefits in education. He was previously employed by the Royal Society, the UK Academy of Sciences, in national education policy, establishing the Advisory Committee on Mathematics Education (ACME) as its first committee secretary, and subsequently advancing, as a member, the work of the Science Community Representing Education (SCORE).

1. The topic of the Select Committee's inquiry is highly relevant and timely given the actual and planned changes to education provision in England since the Coalition Government came to power in 2010.

2. Careers education, information, advice and guidance (CEIAG) is critical in ensuring that young people make the right choices for their post-16 education, achieve realistic outcomes to meet their full potential, and benefit from future employment and professional pathways. The quality of CEIAG provision, as with the quality of teaching, is an important facet of a successful education system. For more on the evidence behind this see: [http://www.eep.ac.uk/DNN2/Portals/0/IAG/E%26I\(Synthesis\)_FINAL\(W\).pdf](http://www.eep.ac.uk/DNN2/Portals/0/IAG/E%26I(Synthesis)_FINAL(W).pdf) .

3. For this reason, Chairs of Governors and Heads of schools which include children in Years 9 to 11 need to be prepared for a renewed approach to CEIAG, right from the beginning of the newly commencing school year, especially now that centrally-funded provision through the old Connexions service has been retrenched.

4. DfE has provided guidance on the new devolved CEIAG provision which has been praised by careers experts (see: <http://montrose42.wordpress.com/2012-08/28/careers-guidance-new-guide-is-a-step-in-the-right-direction/#comment-1795>). However, what really matters is whether and how all state-funded schools follow the guidance—there needs to be both a carrot and stick approach to monitoring outcomes with Parliament having a role.

5. Some subjects have led the way in CEIAG at a national level, for example Science, Technology, Engineering and Mathematics (STEM), as the Lords Science Select Committee has noted in its recent report. This resulted from a significant and strategic investment of time and resource by a collaborative partnership of government, employers, academia and the teaching profession.

6. There is now a need to focus at a sub-national, localised level across all subjects. Only then will a sustained impact be made on the ground in all schools and colleges. behr outcomes has produced a proposal for a broad strategic education partnership in the South West London area that would boost post16 education outcomes and ensure real choices for all (see: <http://behroutcomes.co.uk/resources/strategic%20education%20partnerships%20Aug%202012.pdf>). Such an approach may well be appropriate in other parts of England.

7. The Coalition Government's social mobility agenda is a potential vehicle for maintaining pressure from above, especially as the Deputy Prime Minister has a direct interest in its success and there is an obvious connection with the new Pupil Premium.

8. A key question relates to the role of Local Authorities (LAs) and whether they should continue to provide a safety net for the most vulnerable in terms of specialised assistance. A linked question is how Academy and Free School chains plan to respond to the new requirements. Will they give Heads freedom to operate according to the individual needs of their students and out of LA control?

9. The Committee has not specifically asked about the role employers and universities should play in CEIAG. This question needs to be put to Community liaison/outreach leads from a selection of organisations including HEIs.

10. Compulsory work experience has now disappeared pre16, for good reason, but what is needed in its place is a clear policy in each school on how best to engage students with the future world of employment. This could be through high quality taster, mentoring and shadowing programmes provided by well-qualified and -motivated entrepreneurs and employees. Careers Academies and BITC's Business Class programme are examples of frameworks which should be further evaluated by the Committee.

11. Admission numbers to higher education are under pressure due to tuition fee increases and universities are increasingly obliged to consider candidates from less privileged backgrounds who get lower grades but have the potential to do well. But they also need to encourage these future undergraduates (and their parents/carers) at an early enough stage in their education, to consider going to university. The Future Morph and Maths Careers websites are promoting STEM careers, but there also needs to be investment in other subject areas and in cross-curricular university outreach programmes such as those funded by RCUK's School-University Partnerships Initiative.

12. This submission has not mentioned specific curricula or qualifications that might contribute to better employability or career prospects for students. Until there is complete clarity about the full impact of assessment and high stakes accountability on the standard of curricula and qualifications in England, and the quality of educational outcomes for students, then there seems no real point in doing this.

October 2012

Written evidence submitted by the Association of Teachers and Lecturers

1. EXECUTIVE SUMMARY

1.1. Careers education that supports participation in learning and raises aspiration can be of benefit to individual young people and society as a whole. It can help overcome inequality and assist in making goals achievable. Information, advice and guidance can play a part in ensuring young people are equipped with the facts, ideas, resources and ambition to make the right choices, enjoy a stimulating education, contribute to society, and progress into the world of work.

1.2. High quality support necessarily means local and face-to-face careers education, information, advice and guidance (CEIAG). We hope that properly funded, local, face-to-face support for all young people and adults remains a priority for the select committee and that the committee uses its influence over government to demand such a policy change. The National Careers Service website is unequivocally insufficient at a time of enormous economic and educational uncertainty for young people.

1.3. Outside of this select committee inquiry, a wider debate must properly consider both the purpose and the pedagogy of careers education, information, advice and guidance. Appropriate training must be provided for those inside and outside of schools and colleges who young people will be approaching for support.

1.4. Responsibility for CEIAG should be shared within partnerships of professionals. Cross-sector working is essential—from local authorities to schools and colleges, universities to young offender institutions, employers to Jobcentre Plus. The collaboration of all key stakeholders and delivery partners in shaping integrated CEIAG and the continuing professional development which fuels its effectiveness is crucial. Though counter to government’s direction of travel, it would seem obvious that unified support could be coordinated by local authorities.

1.5. ATL thinks it is important to remember that young people have complex lives and need support on an individual basis as much as possible. Targeted support for specific groups of young people is necessary, but many young people will cut across more than one of these groups, and many within a group will face significantly different obstacles and challenges. It is important then to also target individuals within specific groups. In the current context, it is extremely difficult for schools to do this extensively and effectively. Consequently, equality in education is undermined.

1.6. The potential for CEIAG to make a difference to young people’s lives is huge, the capacity for schools and others attempting to deliver CEIAG is currently somewhat smaller. There is little coherence in the government’s CEIAG policy with a massive responsibility placed on schools without anywhere near enough support to effectively deliver their duty. The government must be urged to do all it can to turn this around and take seriously the futures of all young people.

2. ABOUT THE ASSOCIATION OF TEACHERS AND LECTURERS

ATL, the Education Union

2.1. ATL, as a leading education union, recognises the link between education policy and our members’ conditions of employment. Our evidence-based policy making enables us to campaign and negotiate from a position of strength. We champion good practice and achieve better working lives for our members.

2.2. We help our members, as their careers develop, through first-rate research, advice, information and legal support. Our 160,000 members—teachers, lecturers, headteachers and support staff—are empowered to get active locally and nationally. We are affiliated to the TUC, and work with government and employers through partnership and by lobbying.

ATL Policy

2.3. ATL believes that teachers as professionals must be recognised for their knowledge, expertise and judgement, at the level of the individual pupil and in articulating the role of education in increasing social justice. Within light national parameters, development of the education system should take place at a local level: the curriculum should be developed in partnership with local stakeholders; assessment should be carried out through local professional networks. Schools and colleges are increasingly encouraged to work collaboratively to offer excellent teaching and learning, and to support pupils’ well-being, across a local area. Accountability mechanisms should be developed so that there is a proper balance of accountability to national government and the local community, which supports collaboration rather than competition.

3. INTRODUCTION: THE PURPOSE AND BENEFITS OF CEIAG

3.1. ATL is grateful that the select committee is undergoing this inquiry on an issue of huge significance to young people today. We have noted a shift from government, which the select committee appears to have also made, towards ‘careers’ education and away from the provision of ‘information, advice and guidance’. We feel that the latter—or the term which combines the two, CEIAG—is more inclusive of the support young people need when making decisions about future education they may undertake and the choices they must make whilst in school, as well as once they have left. We hope the select committee agrees that education is not solely about developing a workforce, and will consider adopting broader language in its report and explicitly acknowledging the importance of high quality and impartial support in navigating through qualifications and the education system.

3.2. Our members individually, and our organisation collectively, believe in the power of education to change lives. Careers education that supports participation in learning and raises aspiration can be of benefit to individual young people and society as a whole. It can help overcome inequality and assist in making goals achievable.

3.3. ATL believes that the importance of high quality CEIAG cannot be underestimated; choice is nothing without guidance. The impact is felt before, during, and (often long-) after secondary and further education and can be felt disproportionately by the least advantaged. To navigate a complex educational landscape—not least the proliferation of different types of school—and the pressures of competition for university places, apprenticeships and jobs, young people need to understand what choices and opportunities lie in front of them; now and in the future, inside and outside of education.

3.4. Information, advice and guidance can play a part in ensuring young people are equipped with the facts, ideas, resources and ambition to make the right choices, enjoy a stimulating education, contribute to society, and progress into the world of work. The provision of high quality, impartial CEIAG is central to aspiring to an equitable education offer, and can—and should—be developed cooperatively by partnerships of professionals working in education, training, local government, and small businesses.

3.5. Well-informed CEIAG is crucial to the success in secondary and further education for individual students. Increased costs for young people participating in further and higher education coupled with an economic context that still suffers from too much youth unemployment makes it imperative that all young people have access to high quality support.

4. High quality, impartial, and suitable for all—the government is failing, and schools have not been well-resourced

4.1. High quality support necessarily means local and face-to-face CEIAG. We hope that properly funded, local, face-to-face support for all young people and adults remains a priority for the select committee and that the committee uses its influence over government to demand such a policy change. The National Careers Service website is unequivocally insufficient.

4.2. The government is still playing catch-up in providing effective careers advice and will be for some time. Its casual dismantling of the previous information, advice and guidance system was reckless in the extreme, risking serious damage to the prospects, inside and outside education, of large numbers of young people. With existing services cut, but government slow to set up a weak replacement, whole cohorts of students were let down and potentially cast adrift. Other policies also combine for a deeply negative impact on those young people who most need support: removing the duty for schools to provide work-related learning is a disincentive for developing opportunities for careers-related education; and the abolition of the Education Maintenance Allowance which leaves potentially vulnerable teenagers not just without proper advice but a financial reason to turn their backs on education.

4.3. Government's two-tier approach to academic and vocational education also risks undermining CEIAG provision. The focus on the traditional and the academic risks turning young people away from education and making them uncomfortable seeking professional CEIAG. It is important to provide careers advice and guidance that can demonstrate clear progression pathways that are evident to learners, particularly with regard to vocational education and specifically to pre-apprenticeship and apprenticeship programmes. If government is serious about developing the apprenticeship route then this guidance must be part of a funded package for the development of pre-apprenticeships, work experience or vocational taster programmes.

4.4. The principle of impartial advice must continue to be promoted. The high stakes accountability environment which schools and colleges operate in inevitably places other, sometimes detrimental, pressures upon institutions. We also think it is important to recognise not only that CEIAG must be impartial with regard to schools and colleges' own provision but also that it should be impartial in reference to Government's education initiatives, policy or those qualifications or progression routes in which Government feels it has a significant investment. The offer to young people should be able to survive general elections and cabinet reshuffles.

4.5. Anecdotal evidence from inside and outside schools and colleges suggests that more could still be done to ensure high quality advice and guidance given to young people is impartial in nature. This is undermined by the fact that the duty now placed on schools has unfortunately been accompanied neither by resources, nor the availability of extra time. Meanwhile the CEIAG profession has been severely weakened due to government cuts—and to differing extents across the country causing further inequity.¹ Schools are simply being asked to do more with less capacity to do so. They are not ready to deliver under the duty to the extent and quality that teachers believe young people deserve.

4.6. A survey by *Which?* has shown the current lack of access to one-to-one advice, with 39% of prospective university students reporting they received no one-to-one advice from a teacher or careers adviser. A further 43% highlighted a preference for access to more information.² Even back in the autumn term of 2009, a significant proportion of ATL members surveyed did not believe that students had enough high quality information, advice and guidance to make the most of opportunities on offer between the ages of 14 and 19. So there is much work to be done to support young people's educational and vocational decision-making.

4.7. With such high youth unemployment and competition for university places and apprenticeships, it is more important than ever that young people have access to as much support and advice as possible.

5. THE EXPERTISE NEEDED FOR CEIAG AND THE AGE DEBATE

5.1. At a national level the provision of CEIAG needs proper consideration and an end to any simplistic or outdated views of what it is. It needs to be delivered by people and not over-reliant on a website. ATL is in favour of integration with the curriculum. However, we advocate strongly that this should not be to the

¹ <http://www.cypnow.co.uk/cyp/news/1074185/careers-guidance-postcode-lottery-set-worsen-extra-funding-unison>

² <http://conversation.which.co.uk/consumer-rights/university-fees-students-advice-a-level-results/>

detriment of learning nor to the social benefits of education that may suffer if too great an emphasis is put on the jobs market/the economic importance of educational achievement.

5.2. The sentiment of the Nuffield Review that young people must be taught to develop the ‘competence to make decisions about the future in the light of changing economic and social conditions’³ is crucial and highlights the importance of decision-making skills alongside knowledge of the education and employment landscape. It does not take a big jump to realise that education staff also need both skills and knowledge to provide this for young people; but also that they need freedom in the curriculum to go beyond teaching subject knowledge so they also have the space to cultivate skills such as decision-making that are central to a young person’s development. It should not be forgotten that young people need to have the capability to take advantage of the support they are offered from CEIAG services.

5.3. Whether based inside or outside of school/college, via teachers or careers professionals, young people require access to expertise and to adults able to work with different approaches and identify individual needs. We must think not of careers education as a quick add-on for learners but as an ongoing necessity that provides information, but also offers guidance and where needed, advice. There are certain things many young people will need that can not be provided by information alone, or discovered through a search online. For example, CEIAG should have capacity to emphasise the importance of formal and informal networks and assist young people in how to develop these. Networks can provide both information and opportunity from a young age.

5.4. ATL believes this inquiry should merely be the start of discussions around the age at which CEIAG is available, and that a wider debate is needed that properly understands the state and the potential of provision. It is important to consider the sophistication with which careers education can, like all teaching, be adapted for different ages and stages. It is too easy to think that only school leavers need assistance when the reality is that decisions are made over longer periods of time. And that which already takes place earlier in education should not be dismissed—for example, the questions, presentations and learning of days or lessons that focus on ‘what we want to be when we grow up’, ‘people who help us’ (lollipop ladies, firemen, doctors etc), and ‘my mum does x’. The debate must properly consider the purpose of careers education and information, advice and guidance, but also the pedagogy.

6. Partnership working, the role of local authorities and the delivery of CEIAG

6.1. In the ATL position statement, *14–19 curriculum and its assessment*, we are clear that responsibility for CEIAG should be shared within partnerships of professionals.⁴ The principle and its benefits here override the exact form, but cross-sector working is essential—from local authorities to schools and colleges, universities to young offender institutions, employers to Jobcentre Plus. The collaboration of all key stakeholders and delivery partners in shaping integrated CEIAG and the continuing professional development (CPD) which fuels its effectiveness is crucial.

6.2. The responsibility of local authorities for 16–19 year-olds not in education, employment or training gives them an interest in the provision of CEIAG. We disagreed with the government’s proposals for narrow limitations on how local authorities could spend monies received from enforcement of the raising of the participation age. Though it seems likely that only very small amounts would come from this source, it would be sensible to contribute towards the provision of excellent, face-to-face, impartial careers education, information, advice and guidance for all young people.

6.3. Though counter to government’s direction of travel, it would seem obvious that unified support partnerships could be coordinated by local authorities—though pupils in academies must also be catered for. The importance of CEIAG is not limited to the students who attend schools remaining under local authority control.

6.4. Employers are keen for integrated support for young people too.⁵ Strong local partnerships and national networks are essential in helping young people navigate the educational and occupational landscape in front of them. In addition, ATL members recognise the significant role parents and carers play and we encourage young people to engage, where appropriate, in discussion with their parents, other family members, their peers, and other networks. With a return to collaborative provision, local authorities should seek to engage parents wherever possible.

6.5. It is important to understand that students will potentially turn to any member of staff in school/college for help and advice, whether or not they formally provide CEIAG. Providing CPD in CEIAG for the wider workforce can have a significant impact upon young people’s engagement in education and their life beyond.

6.6. QTS (qualified teacher status) marks the expectations of trainee teachers to have familiarity with the range of curriculum options, but these are constantly evolving and so we believe support for staff in schools and colleges cannot be limited to initial teacher training. The results of a survey of ATL members demonstrate that confidence in providing information, advice and guidance is mixed at best. Education staff should advise on only what they know is up-to-date. Ofsted too has noted a knowledge and experience gap.⁶ ATL recommends a thorough programme of continuing training be provided at the earliest opportunity.

³ Nuffield Review of 14–19 Education and Training, *Summary, Implications and Recommendations*, 2009, p3

⁴ <http://www.atl.org.uk/policy-and-campaigns/policies/14-19-curriculum-assessment.asp>

⁵ For example, see the Association of Employment and Learning Providers: <http://www.aelp.org.uk/>

⁶ Ofsted report, *Moving through the system—information, advice and guidance*, March 2010

6.7. School and college staff training needs should be met in two forms—knowledge and understanding of the landscape; and professional development in the skills needed to provide ‘careers’ guidance. Recognising the particular challenges faced by ATL’s members in further education colleges who are increasingly teaching younger students, ATL emphasises the need for specific staff development for them which includes relevant information, advice and guidance training.

6.8. Local authorities should coordinate joint CPD provision, which may be developed in partnership, across the local area.

7. BREAKING DOWN INEQUALITIES AND TARGETING SUPPORT

7.1. Local authority coordination should provide economies of scale that raise the level for support for specific groups of young people, whether the totality of those in an area who are classified as NEET, or earlier those who are vulnerable or at risk of dropping out of education. The select committee correctly raises the issue of targeted support for looked after children, those eligible for free school meals, teenage parents, young offenders, those with special educational needs or disabilities as well as those at risk of becoming NEET. ATL thinks it is important to remember that young people have complex lives and need support on an individual basis as much as possible. Many young people will cut across more than one of these groups, and many within a group will face significantly different obstacles and challenges. As children are different and not belonging to homogenous categories, it is important then to be able to target individuals within specific groups. In the current context, it is extremely difficult for schools to do this extensively and effectively. Consequently, equality in education is undermined.

7.2. With regard CEIAG, equalities and targeted support, improvement should always be sought and constraints removed with both short- and long-term benefits in mind. For example, improving the provision of CEIAG can play a part in reducing the likelihood of young disabled people entering adulthood with social and employment disadvantages.

7.3. We reiterate that guidance around progression with regard to vocational education and specifically to pre-apprenticeship and apprenticeship programmes is needed: the cohort of young people likely to pursue the (pre-)apprenticeship route will include those with special educational needs or disabilities and those at risk of becoming NEET.

7.4. ATL believes that all CEIAG services must feature regular and specific equality impact assessments. This would be particularly beneficial in determining whether a school has adopted a whole-school approach to, for example, tackling gendered subject and career choices.

7.5. Whilst services should be useful and accessible to every young person, there should always be recognition that a one size fits all approach to CEIAG is not appropriate. Qualification of the desire to be ‘impartial’ is important. For example, the existing obstacles that disabled pupils face in making their own life choices should be recognised. Those with learning difficulties or health problems do have restricted access to real choice in employment and education. ‘Impartial’ would not mean abandoning realism about age and so cannot lead to a failure to take into account race, gender, disability, sexuality, gender reassignment, pregnancy or religion/belief. Young people may require a tailored, rather than a strictly ‘impartial’, careers education or CEIAG service.

8. IN CONCLUSION—LACK OF COHERENCE, COLLABORATION AND CASH

8.1. There is little coherence in the government’s CEIAG policy with a massive responsibility placed on schools without anywhere near enough support to effectively deliver their duty. Collaboration as a result is patchy and on the whole lacks structure. Coherence in the system has been undermined directly by government’s specific policy approach, and indirectly by system fragmentation and insufficient CPD. Attempts to provide CEIAG on the cheap will not work.

8.2. The potential for CEIAG to make a difference to young people’s lives is huge, the capacity for schools and others attempting to deliver CEIAG is currently somewhat smaller. The government must be urged to do all it can to turn this around and take seriously the futures of all young people.

October 2012

Written evidence submitted by Prisoners Education Trust

INTRODUCTION

We were pleased that the Inquiry into Careers Guidance for Young People includes “the effectiveness of targeted guidance and support offered to specific groups, such as young offenders”.

Learning Matters is an advocacy project which is part of Prisoners Education Trust. Learning Matters has worked in partnership with a YOI recently to help set up student councils and ensure the voices of young learners in custody are heard. The topic of careers guidance was discussed in a student council at a YOI in August 2012 with young offenders aged 15–18 years. Access to education and careers advice was also discussed

in three focus groups with young offenders aged 18–21 years in July 2012 as part of a wider discussion about learner voice. The views expressed in the student council and focus groups by the young offenders involved are included in this submission.

We understand that this is a time of change for prison education and careers advice with the start of the new OLASS contracts and also the introduction of the National Careers Service. We also acknowledge that localism means that different YOIs may provide different learning opportunities to young offenders. Therefore it is important to state that these quotes were from young people in one YOI and do not necessarily reflect the experiences of all young offenders in custody. However some important themes arise that are summarised below.

The main concern for Learning Matters is that the variety and levels of education provision available in YOIs and prisons are often too narrow. This, therefore, makes it difficult for careers advisors, seeing young people at the start of their sentence, to offer any helpful guidance at that stage if the courses the young person needs for a particular career path are not on offer.

1. CAREERS GUIDANCE SHOULD BE ACCESSIBLE AND TRANSPARENT

Feedback from young offenders indicated that some were not fully informed about careers guidance on offer in the YOI. One prisoner said:

“I couldn’t tell you if there was anyone here who gives advice on careers—nobody’s ever been to see me and I have never been told I can see someone”.

The young people said that they would like to know the careers advisor as well as they know teachers and outreach staff within the prison.

2. CAREERS GUIDANCE SHOULD BE EFFECTIVE

One young person, whose caseworker had set up a careers advice appointment for him, felt he did not receive the help he required;

“I have received careers advice whilst in prison but they couldn’t help me. I told them what I wanted to do and they didn’t know how to help me do that so it was no good. I saw the woman face to face but I don’t know who she was or who she worked for. My case worker helped me get an appointment and set it all up for me”.

One young person suggested that they should have at least two meetings with a careers advisor to ensure they have information about the career they are interested in to hand;

“I think it would be a good idea to have access over the phone first or a general interview so that when they come to see you properly they can come prepared with answers to your questions.”

3. CAREERS GUIDANCE SHOULD BE LINKED TO EDUCATION AND TRAINING OPPORTUNITIES

The careers guidance package for young offenders should include information for those wanting to undertake training and education both during and after release, and have links with the community to be able to signpost people to the right organisations.

These links should include relationships with local Further and Higher Education institutions and organisations which support young people to access these levels of education such as the ‘Open Book project’ at Goldsmiths University. Many young people we spoke to were keen to study to higher levels and should therefore have access to information about how to achieve this, either in custody (by courses provided in prison or via distance learning) or after release.

“They need more Level 3 courses here so after I could go to college or uni”.

“Higher level courses. I went to college before I came here, I can’t finish college course in here”.

4. THE CURRICULUM ON OFFER IN YOI’S SHOULD ENABLE LEARNING PROGRESSION

Careers advisors can only refer young people to courses that are actually available in the prisons. Unfortunately, some of the young people felt the variety and levels of courses available in prisons would not help them in their chosen careers after release.

"I've done 11 qualifications in here at low levels, in that time I could have done at least three at higher levels".

"Jails should have the same curriculum so if you transfer to another jail then you can carry on with your course".

"More useful subjects—is this going to help me when I get out? No. It's just something to do, its not relevant to helping me when I get out, it's useless for a career. They should offer GCSEs".

"Practical courses would be better like mechanics, fitness and nutrition".

"Working on the servery [in the prison kitchen] doesn't get you any qualifications, doesn't help you on the outside".

"Courses should be linked to real things outside so that they can carry on and lead to a job".

"They should ask you what qualifications you have got when you come in, you could even get the certificates sent in. I'm not the only one who has got qualifications already you know".

"If more level 3 courses then people might realise their potential and think 'I can do something".

5. YOUNG OFFENDERS SHOULD BE ABLE TO ACCESS MORE TIME IN EDUCATION TO ENABLE LEARNING PROGRESSION

Young people told us they wanted to have more access to education to enable them to achieve meaningful qualifications.

"More hours in education, we only get mornings".

"Classes on Fridays and evenings and weekends".

6. CAREERS ADVISORS IN YOI'S SHOULD DEVELOP BETTER LINKS TO EMPLOYERS

Young offenders felt that careers advice needed to take into account the difficulty of finding employment with a criminal record and felt more could be done to develop relationships with potential employers. Young people also wanted more opportunities to work whilst on Release on Temporary Licence (ROTL).

"They should help us line up jobs after release".

"They should allow more people to work on ROTL".

"Perceptions of employers need to change—they need to meet prisoners. Local employers could come into prisons".

"Employment fairs in prison can change employer perceptions and allow prisoners coming up for release to look for jobs".

CONCLUSION

We appreciate the opportunity to submit the views of young offenders in a YOI about their experiences of careers advice in custody. Many young people in prison are motivated to learn and to gain skills for their chosen career. They want better careers advice and more opportunities to improve their employment prospects in prison through learning progression and contacts with prospective employers.

We would be very grateful if you could write a short note on headed paper to thank the young people we spoke to who contributed to the report. We will then forward copies to the young people who took part in the discussion groups. This would enable us to show the young people their voices are being heard by policy makers and that their contribution is valued.

We would like to take the opportunity to invite members of the Education Select Committee to contact Prisoners Education Trust for more information.

We would also be happy to facilitate a meeting with young offenders in custody to discuss their concerns and suggestions in more depth.

October 2012

Written evidence submitted by Which?

1. EXECUTIVE SUMMARY

1.1 Which? welcomes the opportunity to submit evidence to this inquiry. We see career education and guidance as essential for people of all ages to make informed choices about their career, whether that be early on in school to help young people think about their subject choice, to support students to make post-16 decisions (be that into university, work or vocational routes) on leaving university, or later in life. The benefits of good information advice and guidance are far reaching. It supports numerous government objectives around social mobility, widening participation, fair access and retention.

1.2 As part of this consultation response we focus on careers guidance to support post-16 choices about university. In a context of higher fees we see this as an essential component of the Government's student consumer strategy, to ensure that the most disadvantaged are not deterred from applying to university in a context of higher fees, but also to ensure that students make informed choices about where to apply, helping to drive up standards in the market. We are soon to launch a website to help prospective students to make informed choice.

1.3 In order help students make informed choices about university careers guidance needs to be provided early enough to raise the ambition of students in school and support them to take the right subjects, but it also needs to be available at the point of making a choice about higher education to help students think through whether it is the right route for them and, if it is, to support them in making use of the available information.

1.4 Our research has identified a need for advice at both of these points. In our survey of recent graduates nearly a fifth (17%) said that in hindsight they would have considered taking different subjects at school. Of the prospective students we surveyed who had received one-to-one advice (nearly 60% of respondents aged under 19), 18% said that it wasn't received early enough to inform their subject choice.

1.5 Our survey of prospective students also found that they are not making the most of the available information. Despite employment prospects being the main reason that applicants were applying to university less than half had researched employment outcomes of particular institutions at the point of making their choice and over 40% had not attended an open day. At the same time 95% were confident about having made the right choice suggesting that this confidence is misplaced. This highlights the challenge of providing information via the Key Information Set without the necessary advice and guidance/information literacy skills for students to consider how and why they should use it.

1.6 We are concerned that the new careers guidance policy landscape will make meeting students advice needs increasingly challenging. The transferral of the responsibility for guidance to schools (a duty relating to those aged 14–16 years) will mean providers will be responsible for assessing their student's advice needs and meeting them without any additional funding. It is unlikely that this will fill the £200 million shortfall that has been created as a result of the loss of the Connexions Service and, without an extension of the duty those aged 16–19 studying in school sixth forms may find that they are a lesser priority. In principle we support an extension of the duty to those aged 13–19, but we question whether it would adequately be met without more investment.

1.7 Students will also not be guaranteed access to face-to-face advice if they decide they would like it and it is not provided through school or college. There will be no option to visit a Connexions centre or to access face-to-face guidance from the National Careers Service (NCS), which will be limited to those aged over 19.⁷ In our survey nearly 40% of students under the age of 19 had not received any one-to-one advice, either from a teacher or careers professional, but those who had were overwhelmingly positive about it.

1.8 In light of lost investment in the sector we think that money from Access Agreements could more effectively be used to support students to make independent and informed choices. The objective of Access Agreements is to widen participation and increase retention, particularly among the most disadvantaged students, and yet the majority of the funding (£528 million this year) goes on financial support rather than outreach, which the evidence suggests is less effective at meeting these aims.

1.9 Summary of calls:

- The OFSTED review of guidance in 2013 needs to be a robust investigation into the implications of the new policy landscape on advice, paying attention to the potential gap in support for those aged 16–19 who cannot access face-to-face support from the National Careers Service.
- In the meantime where young people feel that they would like or need access to face-to-face advice to support their post-16 choice and this is not provided at school/college we think arrangements should be made for this to be delivered via the National Careers Service.
- OFFA should work with BIS to consider whether a greater proportion of Access Agreement money could more effectively be used to support students to make independent and informed post-16 choices.

⁷ Approximately 60 per cent of HE applicants are under the age of 19

1. INTRODUCTION

1.1 Which? is a consumer champion. We work to make things better for consumers. Our advice helps them make informed decisions. Our campaigns make people's lives fairer, simpler and safer. Our services and products put consumers' needs first to bring them better value. We are an independent, not-for-profit consumer organisation with over 750,000 members—the largest consumer organisation in Europe. Independent of Government and industry, we are funded through the sale of Which? consumer magazines, online services and books.

1.2 Which? has a history of working on private consumer markets, but with the increasing parallels between the experience of being a consumer and user of public services we are exploring lessons that can be learnt across these spheres. One of the areas where these parallels are most pertinent is in Higher Education where there is an evolving market of providers, a partial liberalisation of student places and where, as of this year, students will contribute up to £9,000 per annum towards the cost of their higher education. From a student perspective making the right choice has never been more important but also more challenging. More broadly, making informed choices can also support social mobility, fair access, increase retention and drive up standards in the market.

1.3 To support students to make more informed choices we are soon to launch a website to help students and parents in their search. This will pull together existing data in an easily comparable and accessible format, as well as drawing on new sources of data to help improve students understanding of what studying at a particular institution is actually like.

2. THE INFORMATION AND ADVICE GAP

2.1 As part of this response we are drawing on two online surveys that were carried out for Which? during July this year to understand how informed students are when they make their higher education choices:

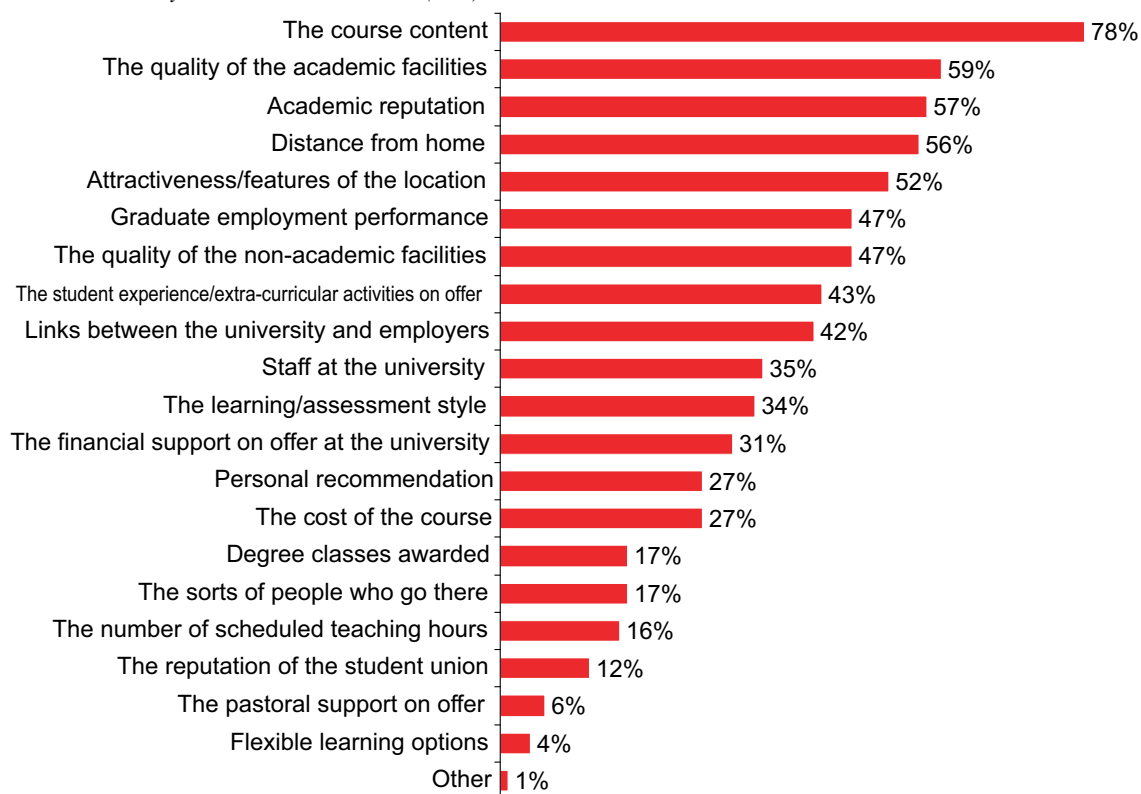
Prospective students survey: an online survey for Which? by YouthSight of 1010 higher education applicants, including 699 applicants aged 19 and under, who have applied to start undergraduate study in the academic year 2012–13 at a UK higher education institution, was carried out between 24 July and 1 August 2012.

Graduate survey: an online survey for Which? by YouthSight of 1013 graduates within two years of leaving university was carried out between 24th to 26 July. The relevant findings are detailed below.

2.2 Students are not currently making best use of the information

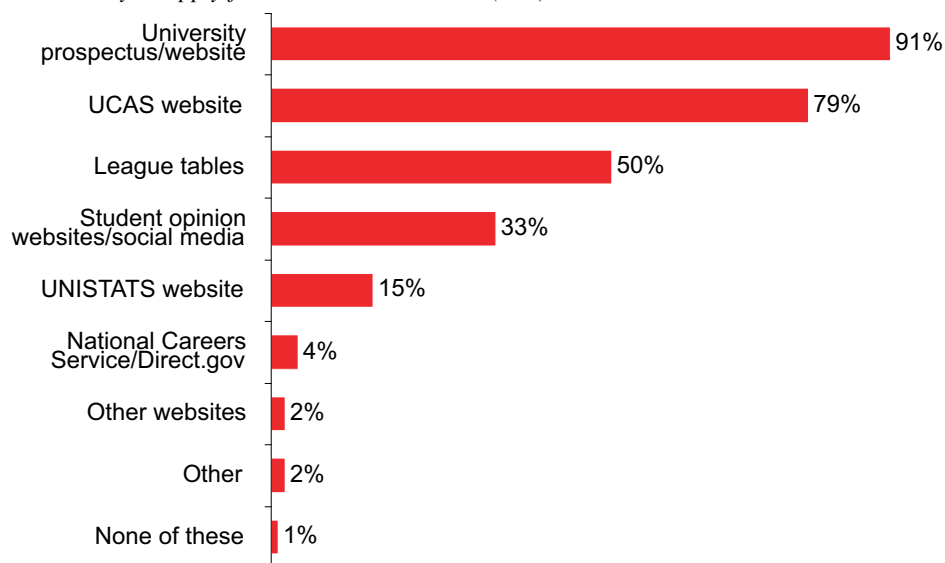
Our research found that students are not currently making use of the full range of information sources when making their choice of institution and course. Arguably whether or not students research particular issues depends on the relative importance of that aspect to them, but what was striking from the survey was the proportion of students that had not considered even some of the very key pieces of information. For example, while the majority of students had researched the course content, 22% hadn't. And despite employment prospects being the main reason that students were applying to attend university (62% said that this was one of their top three main reasons for applying) less than half had researched graduate employment performance when making their choice. Just one third had considered the learning and assessment style—coursework V exams or private study V lecture based learning—which could have significant implications for how some students fare at university.

Q2: Other than entry requirements, what factors did you research when you were making your choice of course/university. BASE: 19 and unders (699)



2.3 Most students had drawn on university prospectuses in conducting their research with only a small proportion making use of Unistats or the National Careers Service/Direct.gov websites. While the new National Careers Service only launched this year, our research indicated that there is a need to publicise it if it is to be a source of advice for higher education applicants.

5. Which, if any, of these published sources of information did you use when making your decision about the course and university to apply for? Base: 19 and under (699)

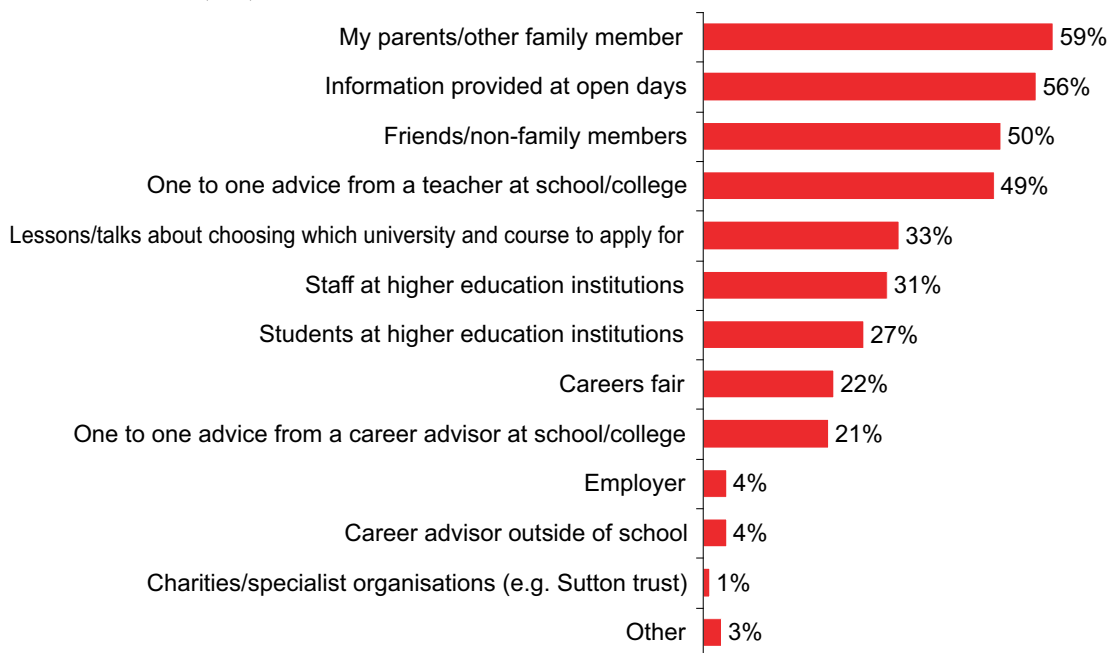


2.4 Making ill-informed choices has an impact on student satisfaction. Our survey of graduates found that about 10% said that university didn't meet their expectations. When we asked graduates if they would have done anything differently in hindsight one quarter (24%) said that they would have drawn on more information at the point of conducting their search.

2.5 Students' access to advice and guidance is incredibly varied

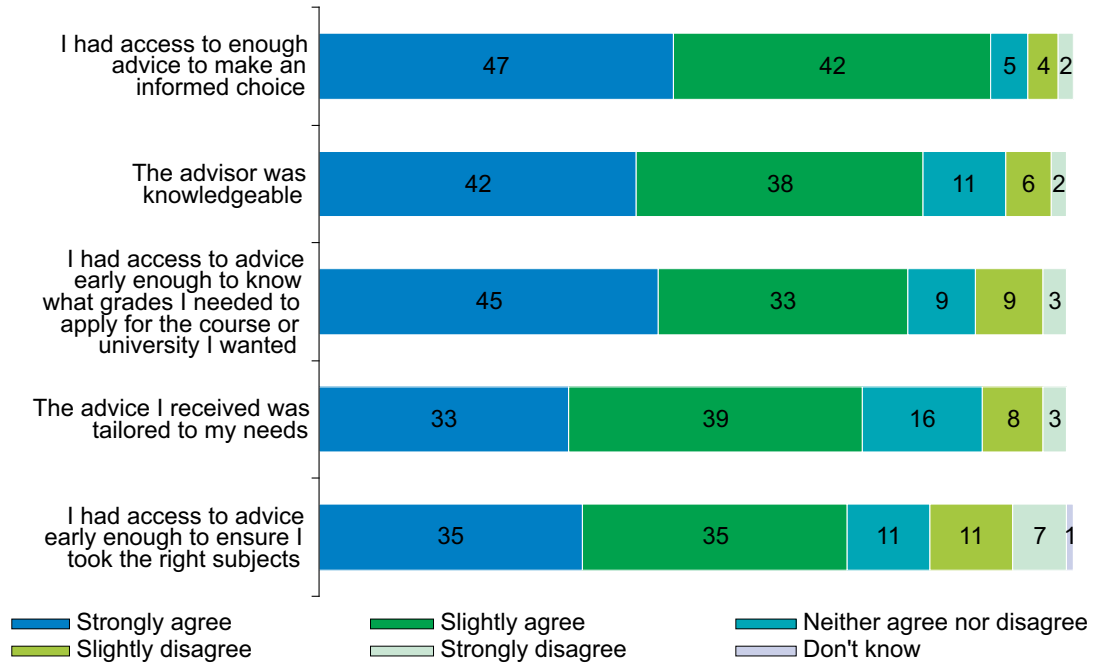
The research also found that the sources of advice and guidance students access is very varied including a mix of both informal and formal sources, direct advice and advice at a distance. Students accessed one-to-one advice in a number ways: 49% had received one-to-one guidance from a teacher at school, 21% from a career professional in school or college and 4% from a careers professional outside of school. Our survey findings mirrored UCAS figures on attendance at open days with 40% had not attended an open day before making their university choice.

Q6 Which of the following sources of help or advice did you consult when choosing your course/institution?
Base: 19 and under (699)



2.6 Our analysis also found that 39% of students had not received any one-to-one advice suggesting that those who access one-to-one advice from a teacher are the same students who are benefitting from advice from a career professional. What isn't clear from this though is whether this was because it was not available in school or college or whether applicants didn't think that they needed it. However, those who had accessed it were overwhelmingly positive about it. Overall 89% of those aged 19 and under said it was useful.

Q7 To what extent do you agree or disagree with the following statements about the one-to-one advice you received at your school/college? All those aged 19 and under who received one-to-one advice from a teacher/careers specialist (430)



2.8 For the significant minority who reported issues with the advice they received this included how early they received it: 18% disagreed that they received advice early enough to inform their subject choice and 12% said they did not receive it early enough to know what grades they might need to achieve to attend university.

2.9 The need for early advice also came out of the graduate survey. When we asked graduates if they would have done anything differently in hindsight roughly a quarter said that they would have done more research into their HE choices, and 17% said they would have considered taking different subjects at school. The same proportion (17%) also said that they would have considered other post-16 options suggesting that the advice may not have been sufficiently impartial or tailored to their needs.

2.10 A particularly striking finding from the research was the level of confidence applicants had in their HE choices despite many not having received any formal advice or attended an open day before making their application: 95% were confident about their choice.

3. IMPLICATIONS OF THE NEW POLICY LANDSCAPE

3.1 With fees rising to £9,000 this year making informed choices about whether or not to attend university and where to apply will be increasingly important both to ensure that the most disadvantaged students are not deterred from applying to university but also to ensure that students are getting the most out of their university experience. Our research has highlighted some of the challenges in supporting students to make informed choices, and the need for support to help students to understand why and how to use the available information. Without this the Key Information Set will have less impact.

3.2 We have concerns about how these needs can be met in the new policy context. The transferral of responsibility for advice and guidance for those aged 14–16 to schools without any additional funding leaves potential gaps in provision for younger and older age groups and could also leave even those aged 14–16 with a lower level of provision than they have accessed in the past. Under the new duty it will be for schools to assess whether access to face-to-face guidance is necessary to support transitions and whether this is delivered by teachers or professional careers advisors. While the level of service that schools and colleges will provide in light of the loss of Connexions funding is yet to be known, it is unlikely that this will fill the £200 million funding gap or that the same level of face-to-face advice will be provided.

3.3 This is particularly worrying for the under-19s who will no longer be able to access one-to-one advice from a Connexions centre where their school does not provide this, and who will also not be entitled to receive face-to-face advice from the National Careers Service where. While those over the age of 19 will also be able to access face-to-face advice from a professional who meets the quality matrix standards, there are no such guarantees for students accessing advice purely through school or college.

3.4 We think that greater consideration could be given to the use of Access Agreements to support young people to make informed post-16 choices. The objective of Access Agreements is to widen participation and increase retention rates among university students from disadvantaged backgrounds with the largest component of this money being used to support bursary provision and a smaller component to support outreach. However,

research has found that bursaries have little impact on student's decision to attend university⁸ or which university they apply to⁹ and we know that, while finances are an important reason as to why students drop out, uninformed choices also have a part to play.¹⁰ OFFA supported a greater proportion of Access Agreement money being used to fund outreach activities in their annual review because of the greater impact they have on widening participation. We would support further exploration into how this might be used to support independent and informed post-16 choices for young people, whether this be to enter into Higher Education or not.

From OFFA, July 2012, 'Access agreements 2012–13: final data including initial teacher training'

3.5 Summary of Calls:

- The OFSTED review of guidance in 2013 needs to be a robust investigation into the implications of the new proposals on advice, paying attention to the potential gap in support for those aged 16–19 who cannot access face-to-face support from the National Careers Service.
- In the meantime where young people feel that they would like/need access to face-to-face advice to support their post-16 choice and this is not provided at school/college we think arrangements should be made for this to be delivered via the National Careers Service.
- OFFA should work with BIS to consider whether a greater proportion of Access Agreement money could more effectively be used to support students to make independent and informed post-16 choices.

October 2012

Written evidence submitted by YMCA England

The YMCA is a major provider of a whole range of employment and training programmes to help young people into work. These include apprenticeships, vocational training, training courses, informal education and volunteering opportunities. YMCA Training is one of the UK's largest voluntary sector training providers with more than 50 training centres across the country offering opportunities to over 18,000 young people and adults every year.

YMCA George Williams College develops innovative programmes and resources supporting the needs of workers and managers. Courses include youth and community work, informal education and working with homeless people. YMCA George Williams College offers the chance to study at pre-qualification through to doctorate levels.

In addition to the work of YMCA Training and YMCA George Williams College, a number of YMCAs have also integrated education and training provision into their day to day work and operate as local providers. Examples of this would include the Halton YMCA Community Academy and the Plymouth YMCA Community Learning model.

Following the publication of the Education Select Committee's inquiry, the YMCA national body, YMCA England, carried out a consultation of the 121 YMCAs across England on careers guidance and its impact on young people. Their comments and feedback form the basis of the response.

1. *The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty;*

1.1 The role that careers guidance has played in helping young people's career choices has been significantly undervalued for a long time. The nature and purpose of careers guidance should always be to inspire and inform young people about what their future possibilities could be.

1.2 Young people should be given guidance on *all* the available routes they could take, whether through education, training, apprenticeships or starting their career immediately after school in order for them to build a picture of the future they want to have.

1.3 Careers guidance should instil a confidence in young people about the decision they are making early in life which will impact their future prospects. However it should also be adaptable to the transition young people move through as they mature and be ready to offer different guidance at different stages, when it is required.

1.4 The benefit of the duty on schools to secure independent, impartial careers guidance is that students feel significantly more confident about information advice and guidance when schools are involved in the process.¹¹ Schools have specific targets that they have to meet in regards to how many young people progress

⁸ OFFA (2009) 'Awareness, take-up and impact of institution bursaries and scholarships in England'

⁹ OFFA (2010) 'Have bursaries influenced choices between universities'

¹⁰ NAO (2007) 'Staying the course: the retention of students in Higher Education'

¹¹ How do young people make choices at 14 and 16?, DfES, Blenkinsop, S, et al (2006)

to study in further education but impartiality must be the key when involving schools in the process of ensuring careers guidance is delivered to young people.

1.5 An impartial, balanced and range of options should be presented to young people so they are able to make informed decisions about what they want to do with their careers and educational futures.

1.6 The survey by ResearchBods in 2012 also found that 77% of A-level students said they were discouraged from studying a vocational qualification and 57% said they were presented as qualifications for someone less academic than themselves.¹²

1.7 YMCA England has concerns about the impartiality of schools being involved in the process of securing careers guidance but does recognise that young people may feel more confident about the overall process with schools involved.

2. *The extent of face-to-face guidance offered to young people;*

2.1 Face-to-face careers guidance is essential in order to provide an effective and inspiring service for young people. Simply sending them to a website or asking young people to fill out an online questionnaire is not enough to give them the direction and knowledge they require.

2.2 Young people should be encouraged and nurtured through a process of careers guidance and this is best done through face-to-face interactions, with someone they recognise, trust and have built a relationship with.

2.3 The face-to-face interactions of careers guidance should not be restricted to those who deliver the guidance alone. There is a duty for more involvement from the local area, businesses and civil society. Local employers should regularly be brought in and incorporated into the careers guidance programme in order to show young people the different options which are available to them locally.

2.4 In a survey by Girlguiding UK, the top career choice amongst girls aged 7 to 16 was hairdresser or beautician. When asked why this was the case 35% of girls said one of the reasons was “It’s all girls know about”.¹³

2.5 Young people will often be exposed to only certain types of workplaces which feature around them when growing up. The involvement of careers guidance to showcase different varieties of working environments is essential in order to foster ambitions within young people.

3. *At what age careers guidance should be provided to young people;*

3.1 With a growing number of young people unemployed, not just in the UK but across Europe, it is important that young people are being prepared for the realities of work from an earlier age.

3.2 The current careers information advice and guidance model has not been equipping young people with the knowledge they need before they reach the job market. The introduction of earlier careers guidance allows young people to appropriately prepare for the job market over a longer period of time.

3.3 In order for careers guidance to be most effective it should not be limited to the three years between years 10 and 11 but should be expanded to include those in years 8 and 9 (12–14 year olds). Allowing for this guidance to take place over the whole five years will give young people a more holistic approach when learning about their personal development choices and one which can be made over a longer time period.

3.4 No one approach will be able to reach all young people, across all age groups; therefore it is important to use multiple approaches to engaging young people in careers guidance. If the introduction of careers guidance is made at an earlier age it will help to ensure that young people will have a longer exposure to a different variety of methods to engage themselves in careers guidance. The longer they are engaged with careers guidance the more opportunities they will have to benefit from its knowledge.

3.5 Young people will not necessarily all experience the value of careers guidance at the same time and it will depend on their own stage of development. As such a careers guidance service which is available throughout young people’s development at school is the most effective way to ensure the guidance is successful overall.

3.6 The current upper age for careers guidance to be given to young people is 16 years old. One of the reasons this age limit was originally established is because it is the current age at which young people will leave secondary school education. As the participation age is to be extended to 17 in 2013 and 18 in 2015, careers guidance should also be extended to reflect this move.

3.7 Research conducted by Edge in 2011 shows that 67% of academically-able young people in Key Stage 4 found it either quite or very difficult to make choices about what they will do the following year.¹⁴ Young people should have access to careers guidance both before and during the decision making processes which

¹² A-Level Students Research March 2012; Edge Foundation. (2012)

¹³ Girls’ Attitudes Survey 2011, Girlguiding UK, 2011

¹⁴ The Impact of practical and “vocational” learning on academically-able young people aged 11–16; Edge Foundation; Richardson, W Sing, S (2011)

affect their futures, but most importantly, immediately before many leave their educational lives for the workplace.

3.8 The current job market is in fluctuation and there is no evidence to suggest that this will change in the near future. As young people leave to go into the world of work there should be provision for them to be able to access careers guidance which will be able to help them adapt or change pathways to a job market which is asking for different skill requirements at different times. When asked whether they were given as much information about vocational options as about University, 76% of those surveyed said they were either given less or weren't given any information at all, in a survey conducted in March 2012.¹⁵

3.9 There is significant pressure on young people to decide what they want to do with their lives/careers from a young age, however many of them will not have decided on what career or educational direction they want to pursue. Through an extension of the age at which careers guidance is given it allows for those young people who have not yet chosen their path to still gain the appropriate advice at a later stage.

3.10 Young people's personalities, interests and aspirations may change as they mature and if careers guidance is limited to just those aged 14–16 then it could potentially miss a vital period of development for young people through their late teenage years.

3.11 Careers guidance given in these earlier years may no longer be appropriate when they reach 17–18 years old, thus raising the age level may help young people who have changed what they want to do with their lives/careers and still require access to expert advice.

3.12 YMCA believes that careers guidance should be taught in some capacity from ages 12–19 years old. Over this period the way young people interact and absorb information will change significantly depending on their age and as such so should the method in which the careers guidance is communicated and delivered to them. The depth and support needed in the later years will not be required or appropriate for those aged 12–13 years old. The careers guidance needs to adapt to the most appropriate format for the age and type of young person it is being delivered to if its success is to be maximised.

4. The role of local authorities in careers guidance for young people;

4.1 Local authorities not only have a duty to ensure that young people are receiving the best possible careers guidance but they also have a vested interest in the successful delivery of the service. It is exceptionally difficult for young people to be able to move around in the UK and to find work outside of their own towns and cities. As such the strengthening of careers services for young people within local authorities would lead to improved long term prospects for the local areas and the young people within them.

4.2 Local authorities should have a role in coordinating the interactions between young people, the careers service provider, schools and the wider community. This is particularly important with targeted guidance where local authorities are ideally placed to be the link in ensuring this happens.

5. The effectiveness of targeted guidance and support offered to specific groups, such as Looked After Children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET;

5.1 The support delivered through careers guidance should be designed to reach all young people. However those young people from a disadvantaged background are less likely to receive any informal careers guidance from their family or social networks.¹⁶ As such young people need to receive targeted guidance so that they are adequately prepared for making decisions around their future.

5.2 This targeted service will require greater collaboration between schools, careers service providers and the local authority in order to identify the young people who need the support and also deliver it in a way which is appropriate and effective. The use of specialist key workers to assist in the delivery of careers guidance, may act as an effective tool to help those who are in need of more targeted assistance.

6. The link between careers guidance and the choices young people make on leaving school;

6.1 The decisions made on what course options to study at school will determine the choices available at college or sixth form for young people. Similarly this relationship continues for choices made in further education affecting higher education possibilities.

6.2 For some young people choosing the wrong choice at the beginning of their journey can hamper their aspirations later down the line. This is particularly true in the case of STEM subjects (Science, Technology, Engineering and Mathematics) where only studying particular A-levels will allow you onto these courses in higher education, which are required for particular jobs.

6.3 The *How do young people make choices at 14 and 16?* report found that young people did not make the link between careers guidance and the personal decisions they were making quickly enough. The link and

¹⁵ A-Level Students Research March 2012; Edge Foundation. (2012)

¹⁶ Opening Doors, Breaking Barriers: A Strategy for Social Mobility; HM Government (2011)

importance between the choices made and future options must be emphasised to young people. One way to resolve this problem is to start young people's engagements with careers guidance at a younger age.

6.4 If careers guidance is delivered at a younger age, it will allow for the full scope of options available to be explored by young people and for them to be able to see the direction in which particular pathways will take them.

7. The overall coherence of the careers guidance offered to young people.

7.1 The need for accurate and up-to-date local information could not be more important when discussing careers guidance. Given the inability of young people to be able to move around the country to find work, there must be an emphasis on what is available in the local job market.

7.2 This may be more difficult when delivering careers guidance to a younger age group but must be more significant in the years directly before entering the workplace. Without relevant knowledge of what is available locally, young people may face barriers into work immediately when leaving education and training if the jobs are not available.

7.3 The responsibility to deliver careers guidance to young people should not just be delivered through schools alone; there is a role to play for everyone who impacts on a young person's life. In order to support a holistic approach to careers guidance there needs to be more support for parents/carers in particular to be able to offer careers guidance where and when they feel it is appropriate. Access to information should be made available to parents/carers including adequate resources in order for them to play their part in shaping the decisions around a young person's future.

7.4 Careers guidance should be accessible across all media platforms which reflect the digital competencies of the young people receiving it. The resources and information available should be adaptable and accessible for all ages when it is appropriate. This allows for young people to have a greater opportunity to access the information in a format that they are comfortable with.

October 2012

Written evidence from the Royal Geographical Society with The Institute of British Geographers

CG 9

1. The Royal Geographical Society (with The Institute of British Geographers) welcomes this opportunity to comment on the inquiry into career guidance for young people.

2. The Society is the Learned Society and professional body for geography and geographers. It was founded in 1830 for the advancement of geographical science. The Society maintains a strong overview of the discipline, its position and its practice in schools, higher education, and the workplace, including professional accreditation. We advise on and support its advancement, dissemination and practice in these realms and within wider public engagement and policy. We have 15,000 members and Fellows and, as a charity, our work reaches millions each year.

3. Each year the Society works on a face-to-face basis with teachers and pupils from more than half of English secondary schools and our online educational resources receive 400,000+ "user sessions" annually. **We lead the development of subject specific support for further study and careers within geography.** This work draws on our strength in supporting the discipline across schools, in higher education and within the professions.

EXTENDING THE STATUTORY DUTY ON CAREERS ADVICE

4. We believe that the statutory requirement for careers guidance should be extended. In a recent consultation by the Department for Education on careers guidance for schools, sixth form colleges and Further Education institutions,¹⁷ the Society welcomed the proposal to extend the new duty downwards to Year 8 (age 12–13) pupils from September 2013. We believe this would provide pupils with an early introduction to guidance around careers and further study.

5. We believe that the extension of the duty for schools to provide careers advice to this younger age group (Year 8) should help them to understand the importance of key subjects in enabling a wide range of further study and career options, particularly the English Baccalaureate (EBacc) subjects (of which geography is included as one of the choice of humanity subjects), in preparation for making choices to study them at GCSE. We have also stated that greater encouragement should also be provided for teachers at this stage to include, where appropriate in their subject specialist teaching, case studies about the relevance and applications of

¹⁷ Consultation from the Department for Education on careers guidance for schools, sixth form colleges and further education institutions: <http://dera.ioe.ac.uk/14306/>. The deadline was 01 August 2012 and the Society response can be read here: <http://www.rgs.org/NR/rdonlyres/7493B3F6-CAA7-46FF-B84C-D28FACEC4C8A/0/RoyalGeographicalSocietyresponsestoDfEcareersguidanceconsultation2012.pdf>

specific subjects to further study and in the workplace. The Society provides high quality case studies on its online careers web pages¹⁸ and “Going Places with Geography”¹⁹ publication.

6. In this same recent consultation by the Department for Education on careers advice the Society also stated that we would welcome the extension of the new duty to secure independent, impartial careers guidance for young people aged 16–18, to help inform their choices of further study and careers beyond school. In our experience, too few pupils have a good grasp of the wide range of career opportunities that studying specific subjects and groups of subjects at A Level offer.

7. The Society would also wish to see greater use by teachers and careers advisors of the Russell Group of Universities Informed Choices report²⁰ which identifies a preferred list of “facilitating subjects” at A Level. We note the importance of the EBacc family of subjects at GCSE and the Informed Choices “facilitating subjects” at A Level and the inclusion of geography within both.

8. Furthermore, subject specialist teachers should be encouraged to engage with careers and further study on an on-going basis within their subject teaching. The Society would prefer to see this approach instead of a subject’s relevance to the workplace being (as is often the case now) relegated to a few sentences in a Year 9 options booklet.

CAREERS ADVICE SUPPORT

9. In our experience the careers services on offer to and in schools are very variable and have not met that need for many young people. All too often there is also a lack of up to date and useful information for prospective students about higher education courses on offer and how the various study options at GCSE and A level support future careers choices. Without information such as this there is a risk that young people, and their parents, will not see the ways in which more traditional and academic courses, such as geography, actually deliver great employability benefits.

10. In addition to the provision of general independent careers guidance the Society believes there is a need for a greater focus on the provision of careers and further study advice within a subject specialist context. In common with other learned bodies the Society has the best interests of our subject and its practice at heart, rather than the “conflicting interests that affect each of the other stakeholder groups” (Ofqual 2012²¹). We believe in this regard that we provide an example of good practice which could be further developed within other subject disciplines.

11. The Society’s own programme for those interested in following a career in geography, draws on our close links with not only schools, but also higher education, employers and professional geographers in the workplace to highlight the wide range of careers that geographers head into. This information is available on our own website and through the Society’s Ambassadors programme (as referenced in point 5). We believe this substantial existing careers guidance, which is regularly updated, could be further promoted and used as a resource by careers advisers. We have also suggested that the Department for Education may wish to consider whether, and how, these could be promoted for use more widely.

12. Our own programme for careers advice support includes the following:

Face to face guidance and inspiration:

12.1. The Society’s Ambassadors programme recruits, trains and supports geographers currently at university and graduate geographers from the workplace to act as ambassadors for geography in the classroom. The ambassadors are able to introduce younger students to the benefits of studying at university, of studying geography and encourage them to pursue the subject further, acting as positive role models for pupils and illustrating specific and transferable skills that can be developed as a geographer and how they are used in the workplace. The scheme also offers schools the opportunity to strengthen links with their local Higher Education Institutes and businesses.

12.2. Ambassadors visit schools to give presentations to Key Stage 3 and 4 pupils focusing on the relevance of further study in geography at GCSE, AS, A2 and degree level and on how studying geography can lead to a wide range of careers that draw upon either the knowledge or the skills learned, or both. In 2011 the programme was expanded through a partnership with Esri UK (the UK’s leading supplier of Geographical Information Systems) and the development of a new cohort of workplace “GIS Ambassadors”.

12.3. The Geography Ambassadors programme was launched in 2006. Since this time it has provided presentations to c150,000 pupils and currently reaches 30,000+ pupils annually. More than 1,200 presentations about the relevance of geography to further study and careers were provided to 37,000 school pupils last year alone. The Ambassadors act as informed and passionate advocates and role models for the relevance of geography and help showcase the importance of their subject in the real world. Feedback on the programme

¹⁸ <http://www.rgs.org/careers>

¹⁹ RGS-IBG: Going Places with Geography <http://www.rgs.org/NR/rdonlyres/9024A8A8-F45E-449A-9C77-4C6D93351168/0/GoingPlaceswithGeographyBooklet.pdf>

²⁰ Russell Group ‘Informed Choices’ <http://russellgroup.ac.uk/media/informed-choices/InformedChoices-latest.pdf>

²¹ OFQUAL (2012) ‘Fit for Purpose’ p.141 <http://www.ofqual.gov.uk/files/2012-04-03-fit-for-purpose-a-levels.pdf>

has been overwhelmingly positive. Teachers have commented that it has opened their pupils' eyes to the wide range of jobs that geographers do and also helped increase uptake in this subject as a result.

12.4. The Society runs a number of popular conferences each year ("Going Places with Geography") which provide careers guidance from speakers from Higher Education, business, statutory and civil society organisations. Our most recent event on the 4 July attracted an audience of 370 pupils.

Online careers advice and guidance

12.5. Our online careers advice for pupils²² provides information on career options and the skills and knowledge the subject provides students with and what this means that they—as prospective employees—will be able to offer employers, and what they look for. The site also contains a number of career profiles that geography lends itself to, in areas including travel and leisure, the environment and sustainability, business, international development, and mapping.

12.6. When heading towards choices at degree level, our Study Geography²³ pages provide pupils (and their parents and teachers) with information about each UK University that provides a degree programme for geography. Further links are provided to the previously mentioned (section 12.5) careers advice, with additional links to videos of geography undergraduates giving advice about choosing a course and of young graduate geographers speaking about their careers and the range of skills and experiences geography has enabled them to develop, and a report "Demand for Geography"²⁴ which outlines how the skills, knowledge and understanding gained during a geography degree are in demand by businesses

12.5 The Society has been encouraging teachers (as highlighted in point 5) to embed case studies of relevant careers undertaken by geographers within their lessons. For example, this might include starting a unit of work on the location of a supermarket with a case study of a planner; featuring the work of a flood prevention officer to introduce hydrology; or geographers working in international business and finance as part of work on globalisation. In this way pupils can immediately see the relevance and real world application of their geographical studies to a wide range of potential careers. Teachers can also draw on the aforementioned case studies (section 12.5 and 12.60) found on the Society's website²⁵

THE ROLE OF TARGETED SUPPORT FOR SPECIFIC GROUPS

13. Our programme also plays a key role in inspiring and raising awareness of opportunities and benefits of higher education amongst hard to reach communities in inner city schools, thus contributing significantly to the widening participation agenda, and there is considerable potential to expand our geography ambassadors programme for hard to reach pupils and schools.

14. A second model that the Society has used successfully is in raising aspirations through sixth form level fieldwork master classes. These residential weeks, led by the Society and fully funded, and supported by young Geography Ambassadors, have led to demonstrable development of confidence, skills and aspirations. So, too has the Society's sister project of supporting young people from the most disadvantaged backgrounds in undertaking mentored 'gap' experiences and has encouraged young people to aim high, achieve and succeed in higher education.

November 2012

Written evidence submitted by Stonewall

INTRODUCTION

1. Stonewall is pleased to submit evidence to the Education Select Committee Inquiry into Careers Guidance for Young People.

2. Stonewall is the national lesbian, gay and bisexual charity and has campaigned for equality for lesbian, gay and bisexual people across Britain since 1989. In 2005, Stonewall launched its Education for All campaign to tackle homophobic bullying and create safe learning environments for all young people.

3. Stonewall works with more than one in three English local authorities and over 130 primary and secondary schools across Britain through our "Education Champions" and "School Champions" programmes. The programmes support them to prevent and tackle homophobic bullying and support lesbian, gay and bisexual young people in their schools and local communities.

²² www.rgs.org/careers

²³ www.rgs.org/studygeography

²⁴ RGS-IBG: Demand for Geography <http://www.rgs.org/NR/ronlyres/1422E618-F932-4F20-9500-C9C605246076/0/Employabilitydemandforgeography.pdf>

²⁵ www.rgs.org

4. Stonewall also works directly with key agencies in the sector such as the Department for Education and Ofsted as well as third sector partners such as the NSPCC and the National Children's Bureau to advise and direct them in their work to combat homophobic bullying.

5. Through its Education for All campaign, Stonewall has produced a range of innovative resources that provide teachers with the skills, confidence and tools to talk about homophobic bullying, different families and lesbian, gay and bisexual issues in class in an age-appropriate way.

6. Stonewall has worked with over 9,200 young people in schools, colleges and other youth settings through its Youth Engagement programmes.

THE ISSUE

7. Homophobic bullying is commonplace in Britain's schools and colleges. Research by Cambridge University for Stonewall in *The School Report* (2012), a survey of 1,600 gay young people, found that over half (55%) of gay young people have experienced homophobic bullying.

8. One in three (32%) gay pupils who experience homophobic bullying change their plans for future education because of it. Almost a third (31%) say they don't enjoy going to school because of it.

9. More than half of gay young people don't feel there is an adult at school who they can talk to about being gay, and one in four don't have an adult to talk to at school, home or elsewhere.

10. Homophobic bullying can have a profoundly negative impact on young people's mental health and wellbeing, with gay young people being at higher risk of suicide, self-harm and depression. This in turn leads to a greater risk of gay young people ending up as NEETs.

11. Many gay young people tell Stonewall that because of their sexual orientation they feel limited to certain career avenues.

12. Polling by YouGov for Stonewall of 2,000 school teachers in *The Teachers Report* (2009) found that forty% of secondary school staff would not feel confident in providing information, advice and guidance on gay issues to young people.

RECOMMENDATIONS FOR ACTION

13. Stonewall welcomes the statutory duty for schools to secure access to independent and impartial careers guidance for their pupils in years 9–11.

14. However this careers guidance must be appropriately tailored to the needs of gay young people. In particular those responsible for the delivery of any careers guidance should be trained to recognise and address the specific careers related issues which affect lesbian, gay or bisexual young people.

15. Careers guidance should seek to dispel stereotypes of particular professions and the notion that a young person's sexual orientation limits their future career choices. Careers guidance should point to the diversity of the UK workforce, and highlight prominent lesbian, gay or bisexual figures across different industries.

16. Schools should create opportunities for young people to see the diversity of the workforce first hand, this could include inviting openly gay "role models" from the world of work into speak to students.

17. Careers guidance should point to the strength of the UK's anti-workplace discrimination laws in order to help to show young people who may have experienced bullying in school that such bullying will not be tolerated within the workplace. Schools may also wish to go further and highlight much of the good work been done by employers in order to make their workplaces gay friendly, for instance through Stonewall's *Diversity Champions* Programme.

18. Careers guidance should point young people in the direction of LGB specific careers support from third parties such as *The Diversity Careers Show*, Stonewall's Careers Guide *Starting Out*, and Stonewall's university guide *Gay By Degree*.

19. Careers counsellors should be trained not to make an assumption about a young person's sexual orientation as young people may be unwilling to disclose their sexuality. LGB specific guidance should therefore be freely and anonymously available to all young people, allowing them to access such resources without having to disclose their sexual orientation.

Written evidence submitted by Durham County Council

1. Evidence from schools in our region suggests that some are not very well prepared to fulfil their new duty to secure access to independent and impartial careers guidance for their pupils in years 9–11 from September 2012. Feedback suggests that they are not confident that the arrangements they are putting in place will meet this duty. Also, the advice provided by the Department for Education in its Statutory Guidance (issued in March 2012) and *Securing Independent Careers Guidance: A Practical Guide* (issued in July 2012) is insufficient to meet their needs. Schools would like much clearer guidance about what they are expected to deliver, in particular what constitutes independent and impartial careers guidance.

2. There is a lack of consistency regarding the extent of face-to-face careers guidance offered to young people. Some schools have put in place adequate arrangements by commissioning appropriate careers guidance services for their pupils. However, there is evidence that many have not. Therefore, one could argue that a “postcode lottery exists” and a young person’s ability to access good quality face-to-face careers guidance is wholly reliant on whether his/her school is willing to allocate adequate financial resources to this priority.

3. We feel that it is important to highlight the importance of careers education. It is essential that the provision of independent and impartial careers guidance is underpinned by a robust programme of careers education to equip young people with the skills, knowledge and competencies to enable them to understand the changing world of work and inform their life-long career planning. A planned programme of careers education should be available to young people during Key Stages 3, 4 and 5, complemented by access to good quality independent and impartial careers guidance at key transition points. Careers guidance should not be an isolated, one-off activity.

4. As a Local Authority, we are providing a targeted service that focuses on those young people who fall within targeted vulnerable groups. However, there are many capable young people who are not vulnerable, yet need access to careers guidance to support their transition. The focus on 13–19 year olds has been diminished and it does not help that they can not access a universal service, which was the case when Connexions existed. There is also a lack of coherence when one compares the arrangements that have been funded for adults (the National Careers Service) when compared to those that have been funded for young people. There is no entitlement for young people and many do not understand the options that are available to them.

5. We feel that there is a definite link between careers guidance and the choices young people make on leaving school (supported by analysis of CCIS and the September Guarantee). However, it is important not to rely on Destination Measures as the sole basis for judging the quality of careers guidance in schools. There should be a robust system for monitoring and reviewing the arrangements that all school put in place, using various sources of evidence.

October 2012

Written evidence submitted by Sheffield Futures and Sheffield City Council

Sheffield Futures is an independent Charity working with schools and colleges to provide impartial careers guidance, youth work and additional support. As a core provider of Integrated Youth Support Services we deliver a range of activities for young people in the city including: impartial information, advice and guidance around career and learning choices as well as personal and social issues; positive activities through traditional youth work and community events and projects; plus targeted support for individuals in greatest need, helping people to overcome barriers and gain new skills and experiences. Sheffield has 25 Secondary Schools of which, currently, 8 are Academies and 10 are 11–18 schools.

Sheffield City Council contracts Sheffield Futures to deliver Careers Guidance to schools through transitional funding to March 2013 and to deliver a service to Vulnerable Young People in support of the Local Authority’s statutory duty.

The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty;

1. A city-wide Self Assessment, linked to the RPA entitlement, has provided the basis for a strategic summary of each school’s position in this area including key strengths alongside recommendations for action. The summary offers ideas for consideration and discussion allowing the institution to move into an action planning phase. The self assessment asks schools to consider their readiness in terms of leadership and management, delivering the Sheffield CEIAG entitlement, plans for training and CPD and ensuring support for the most vulnerable. Alongside the self assessment process a proposed CEIAG entitlement has also been developed for all 11–19 pupils in the City.

2. There are two Consortium models being developed in the city: one in the south east involving three 11–16 schools and a 3–16 school; the other being in the north west involving two 11–16 schools and an 11–18 school. Both of the Consortium models are buying additional days to the “free” days to ensure students receive the guidance they need to compliment the information that is available.

3. Overall 60% of the schools in Sheffield have bought some form of guidance but the remaining 40% are content to accept the Councils transition support and are still not developing plans for the end of this funding.

4. Only a small number of schools now invite the Careers Adviser to Parent Evenings and Events which is unfortunate as parents still hold the biggest influence and their lack of understanding amongst the wealth of changes in opportunities can lead to retention issues in their progression. Parents will not have access to good local Labour Market Information and the progression routes available, particularly into developing occupational areas and apprenticeships.

5. Sheffield Futures are one of the 14 providers in the country signed up to delivering the national Quality in Careers Standards. A number of schools in Sheffield hold the current Sheffield Standard which has now been slightly amended to meet the national requirements. Sheffield Futures has also been approached by a school outside the city to quality assure their provision against these Standards.

6. We also offer training and professional development through INSET, bespoke courses and NVQs (including the top-up to Level 6) to schools, colleges and other learning providers. We actively encourage their attendance in our ambition to ensure all young people receive high quality information, advice and guidance.

The extent of face-to-face guidance offered to young people;

7. All secondary schools and colleges have been allocated a nominal 1 day per week of careers advisor input, paid for by the City Council, with an option to 'top up' this allocation directly from school budgets. All of the schools have used the resource to offer face to face guidance to Year 11 students between September and the end of January with additional support and guidance then being given to students to make appropriate applications,

8. In the academic year 2011–12 Careers Advisers from Sheffield Futures provided Vocational Guidance for 2,216 Year 11 students, with a further 1,105 students receiving Guidance paid for by the school. These 3,037 students received 4,159 separate interventions.

9. Schools with 6th forms have made use of the Guidance expertise to support students looking at alternatives to Higher Education as they feel well equipped to support students through the UCAS process. These schools also refer Y12 students for face-to-face guidance who are unlikely to progress to Y13.

10. In the academic year 2011–12 141 Year 12/13 students received guidance with a further 43 students receiving Guidance bought-in.

11. A small number of schools still recognise the value of independent advice and guidance for students deciding on KS4 Options and this should be the case as Sheffield develops new initiatives like the University Technical College with an intake for KS4.

At what age careers guidance should be provided to young people;

12. There are a handful of schools in the city looking at independent, impartial Careers Guidance for students below Y11. These schools recognise the importance of good quality IAG to support their students to make informed choices and the impact this has on attendance, behaviour, attainment and progression. These schools involve Careers Advisers from Y7 to raise aspirations and motivate students to achieve.

13. The role of local authorities in careers guidance for young people;

14. To support schools to plan for and manage the new statutory duty, Sheffield City Council has put in place transitional funding, via Sheffield Futures to cover the period March 2011–March 2013 to ensure each school has a minimum of one day per week of careers guidance during this period. This transitional funding has been put in place to ensure all schools/academies in Sheffield are strongly positioned to take on this responsibility and are supported during this transitional phase.

15. Learning for Life is Sheffield's 14–24 Partnership. It brings together, under the leadership of the local authority, those parts of the educational community responsible for preparing young people for the world of work. Its remit is to ensure that the city's 14–24 year olds are equipped with skills, knowledge and attitudes that they need to compete for jobs and so contribute to the local economy.

16. The mandate for the Information, Advice and Guidance Sub Group of Learning for Life is to support the transition of responsibility for careers education and guidance to schools and colleges and the introduction of the All Age careers service.

17. Sheffield Lifelong Learning, Skills and Communities Service has developed Sheffield Interactive as an electronic platform to pull together a number of resources including detailed local labour market information and access to Apply Sheffield/UCAS Progress (the city's post-16 on-line application system used by all schools, colleges and academies) and u-explore to ensure the sustainability of up-to-date information for young people and their parents and carers. The City Council is also involved in the trials of the new national PLOTR initiative.

18. In Sheffield the Secondary headteachers, in collaboration with the City Council, tasked its Curriculum Managers Network with developing a careers education information advice and guidance self assessment in line with Ofsted inspection requirements (BIS April 2012).

19. One of the outcomes arising from the self assessment process is the facilitation of good practice between institutions and to highlight any themes for future training and development that can be brokered across the city via the CEIAG partners (Sheffield Futures, the city's two universities, the National Apprenticeship Service and colleges.)

The effectiveness of targeted guidance and support offered to specific groups, such as Looked After Children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET;

20. In Sheffield, the Local Authority funds Sheffield Futures to work with vulnerable young people, aged 13—24, who are Looked After Children or Leaving Care and those with special educational needs or disabilities.

21. We have developed Community Youth Teams which are integrated teams including Youth Workers, Personal Advisers, Youth Offending Prevention Workers, Health Workers (Substance misuse and sexual health), police officers and Counsellors. These teams are area-based and co-located with integrated management and a single point of access; they work closely with specialist support and other key agencies in the city. Their purpose is to intervene early to give young people who need help most the opportunities and support to help them realise their potential. The identification of the young people they work with is done, primarily, through the Risk of NEET Indicator (RONI) that is used by all schools in the city.

The link between careers guidance and the choices young people make on leaving school;

22. All schools in Sheffield have access to an on-line programme called u-explore, the licence has been purchased for them as part of the transition funding for two years, although approximately 30% of the schools are not taking advantage of this facility. This programme offers a full-range of information and advice on the full range of opportunities available for young people and enables them to attend a vocational guidance interview with an Adviser better prepared to discuss the best post-16 or post-18 route for them.

23. When we analyse the young people who are Not in Education, Employment and Training, the two main reasons for not being engaged is the lack of progression opportunities at the end of their course or training and making the wrong choice on leaving school. These young people have often had little or no Guidance intervention and parents remain the biggest influence on young people's decision making.

The overall coherence of the careers guidance offered to young people.

24. We are still waiting for some of the feedback from the completion of the Self Assessment and the proactive schools with a better understanding are always the first to respond. However, discussion with schools indicates a broad range of expertise. This ranges from an Academy offering guidance from a school employee with a NVQ 3 in Advice and Guidance to schools buying in expertise to work with students from Y7 upwards.

25. To deliver a coherent offer we believe that all young people need face-to-face careers guidance, something that is not offered to them through the new National Careers Service and is not guaranteed under the current proposals for careers guidance for young people.

October 2012

Written evidence submitted by Hilton Worldwide

EXECUTIVE SUMMARY

- Hilton Worldwide believes that at present, the current provision of careers services for young people of school age is too patchy and inconsistent.
- We think that it is important that young people have a chance to gain insights into different jobs and careers as they enter secondary school.
- The development of a national framework that makes it easier for schools to engage with external organisations is important and would give young people the opportunity to learn about careers that they may never have considered before and allows them to gain a better understanding of what is needed to be successful in whichever career or learning option they choose.

ABOUT HILTON WORLDWIDE

Hilton Worldwide has over 100 hotels across the UK and over 12,000 team members. In the next few years we plan to open 24 new hotels which will help create over 1500 jobs. We are committed to raising awareness of the opportunities, rewards and benefits that a career in hospitality offers and we would welcome greater

integration between schools and businesses to help highlight the many career options available to young people who are critical to the success of our industry.

Q. 1 The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty

1.1 In our view inspiring and guiding young people on the myriad of career and learning options available is imperative to helping them choose the path that best suits their interests, talents and aspirations.

1.2 We believe that the careers advice given to young people is currently inconsistent across different schools, with some being very proactive in this area and others less so. With the onus being on individual schools to provide advice, without the help of specialist careers advisors, it is often down to an individual teacher whose role encompasses careers advice to initiate any kind of careers service. What that looks like in terms of the level and quality of advice given seems open to interpretation by each school so you are left with a service that is patchy and inconsistent. We see this issue less so in careers services for post-16 year olds.

1.3 Impartial careers advice also needs to be focussed on employability rather than only operating a means to an end in making immediate careers decisions, so that young people understand what it takes to start and build a career, and also the appropriate routes to achieve their ambitions, whether that's apprenticeships, A-Levels, and so on.

Q. 2 The extent of face-to-face guidance offered to young people

2.1 Whilst we are unable to comment on the extent of face-to-face guidance given to young people, it is our view that offering students the opportunity to sit and discuss their career choices with a teacher or careers advisor is crucial so that the advice being given is specially tailored to suit their needs.

2.2 Local and national businesses should also be an important resource for schools to draw upon in order to provide children with information about the routes available to employment, either through one-to-one sessions or to whole classes of pupils.

2.3 In our experience, there is currently no national framework which can put schools in touch with business and industry to help provide such a service. We have over 100 hotels in local communities across the UK with 12,000 team members working across a wide range of disciplines who could go into schools and talk impartially about their careers and experiences. The same probably goes for many other organisations. Having a system that makes it easier for schools to engage with external organisations is important on two levels—it gives young people the opportunity to learn more about careers they perhaps had never considered before and secondly it gives them the chance to learn about employability skills and what it takes to be successful in whatever career or learning option they choose. This could also assist the drive to access independent careers guidance for pupils in school years 9–11 from September.

Q. 3 At what age careers guidance should be provided to young people

3.1 It is important that young people have the chance to gain insights early on about different jobs and careers, especially when they cover areas outside their immediate experience.

3.2 We would like to see careers advice offered to young people after they enter secondary school, and certainly by around 13 years old, when many start making important decisions about what they might like to do in the future. However this advice should be provided on an ongoing basis rather than just in one burst so that they are effectively supported through their choices and given advice should they want to explore other options.

3.3 Providing this advice early on would mean that young people taking their GCSE's would be fully informed about how their decisions could impact on their career and learning aspirations.

Q. 4 The role of local authorities in careers guidance for young people

4.1 We feel the careers service would benefit from better integration with organisations and companies that can help impartially illustrate the choices available to them and it may be that local authorities would be able to help facilitate better engagement between schools and external organisations.

Q. 5 The effectiveness of targeted guidance and support offered to specific groups, such as Looked After Children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET

5.1 It is our view that each individual needs to be given advice that is personalised to their situation, needs and aspirations. This is especially so for those from disadvantaged backgrounds.

Q. 6 The link between careers guidance and the choices young people make on leaving school

6.1 It is our view that there is a strong link between the two which makes the provision of careers services so important. It is vital that young people leave school with a good understanding of the range of career options available and an awareness of the skills they need to succeed. Without this the transition from school to the workplace can be difficult, made more so if a young person does not know what they want to do, or how they even go about taking steps towards identifying the careers that best meet their needs.

Q. 7 The overall coherence of the careers guidance offered to young people

7.1 We would reiterate that there needs to be greater coherence and cohesiveness with the labour market to help equip young people with the options available to them when starting out on their career paths. It is also critical that young people are offered advice on what to expect when they leave schools and what it takes to succeed in any given career.

October 2012

Written evidence submitted by Working Links'

"From September, schools will have a new duty to secure independent careers advice for students. Business will be watching closely to ensure that vocational options, including apprenticeships, are given as much attention as the option of going to university."

Adam Marshall, Director of Policy and External Affairs at the British Chambers of Commerce, 16 August 2012

ABOUT WORKING LINKS

Working Links has a strong track record in delivering welfare to work programmes and currently delivers the Work Programme in the South West of England, Scotland and Wales. Since 2000 we have helped 240,000 people into employment. In addition to helping the long-term unemployed find sustainable employment we also run programmes specifically for young people, including Apprenticeships and deliver employability programmes called Work Choice for those with disabilities. We are increasingly applying our expertise in the justice services sector and help ex-offenders to turn away from a life of crime and into employment by providing rehabilitation and resettlement programmes both in custody and in the community. We increasingly have an international reach and operate in Eastern Europe and in the Middle East.

INTRODUCTION

Working Links welcomes the decision of the Education Select Committee to focus on careers guidance for young people in England. We believe this inquiry comes at an important time with the imminent introduction of the new statutory duty on schools to secure access to independent and impartial careers guidance for pupils in years 9 to 11.

In order for the UK to address the structural factors accounting for long-term youth unemployment, we will need to re-assess the way we configure our education system. Specifically, careers guidance needs to be more orientated to the world of work and focussed on equipping young people with the skills and experience that they need to access sustainable employment.

Our discussions with parents and young people indicate that radical reform of careers services is a must. Our research amongst parents of secondary school children and young adults found that 72% believe UK schools do not adequately prepare young people for the world of work and further 62% believe schools need to improve the quality of advice they offer young people about post-GCSE education and job options.

Furthermore, the sample of young, unemployed people Working Links surveyed felt similarly let down by the careers services they received in school. Only 13% felt that the guidance available to them in school was high quality, and 56% rated the quality of advice and guidance as poor. Most revealingly however was that 85% of out of work young people say that the careers advice they received in school is no help to them in their current job search. We would be delighted to share our research results with the Education Select Committee once they are published this Autumn.

WORKING LINKS' RESPONSE TO INQUIRY TERMS OF REFERENCE

The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty

We welcome the requirement that schools will be legally required to provide impartial advice. Schools will need to promote viable alternatives to the traditional academic route and we welcome the establishment of professional standards that can underpin this objective.

Impartiality is a key requirement for schools in the delivery of an effective careers service. To provide a practical example of why this is important we would highlight the manner in which technology is used to deliver careers support. Schools might have at their disposal a good, stimulating educational software product that underpins the careers function but it will often be delivered by teachers or other school staff. To ensure such resources are used appropriately in a way that connects students with the issues pertaining to the world of work, external objective input is required. We would agree that reform and innovation in the conventional way of delivering careers services is needed to ensure that schools have access to sources of objective and dispassionate careers advice.

An example of this type of service which marries technology along with face to face delivery is offered by careers specialists U-Explore, with whom we have a successful relationship. U-Explore now offer “Everything Connects” a service that combines the online resources with impartial IAG from a qualified, self-employed Careers Advisor. It is this type of service, which places technology at the heart of a modern, relevant and constantly evolving careers offer, coupled with truly impartial, external guidance which is required in order for schools to fully meet the new requirements. We believe impartiality must involve an external, professional body delivering the service or advising as to its implementation. The provision will need to be monitored by either the Local Authority or preferably by a body such as OFSTED. This will need to be undertaken with reference to clear criteria and a strong sense of accountability. Impartiality needs to be structurally and institutionally embedded in order to provide pupils with the best possible choice and options.

We have concerns over how well prepared schools are to embrace these new responsibilities. Understandably, many schools are seeing next year as a transition period. The indication is that schools are unprepared for this step change and to meet their new statutory requirements. One way to enhance and support the preparedness of schools would be to task schools to include in their School Development Plan (SDP) an outline of their plans to engage with local employers, FE providers and other stakeholders in the development of their careers service offer.

Recommendation—OFSTED should evaluate the impartiality, focus and quality of careers advice and use this as a template for best practice.

Recommendation—To enhance the levels of preparedness, all schools should be tasked to establish a strategic plan to engage with employers and other stakeholders in their locality.

THE EXTENT OF FACE-TO-FACE GUIDANCE OFFERED TO YOUNG PEOPLE

The effective delivery of face-to-face guidance depends on factors such as its quality and its impartiality. We would further add that the level of careers engagement currently taking place is variable. Our own research shows that the young people who most need access to high quality and impartial careers advice are the most likely to receive a sub-standard service, leaving them ill-equipped to successfully transition from education into FE or employment.

In referring to face-to-face guidance, it would be remiss not to stress that young people need access to employers to enrich the advice being offered on specific careers choices. Successful careers offers need to take account of the contribution and perspectives of local employers. Enabling a mechanism for this to happen will enhance or supplement initiatives designed to facilitate face-to-face guidance.

AT WHAT AGE SHOULD CAREERS GUIDANCE BE PROVIDED TO YOUNG PEOPLE

Ideally, we would recommend that careers guidance should be provided from age 13+ ie year 8, prior to GCSE options being taken. This level of quality, impartial advice should continue up to 18, so the ideal range is from aged 13 to 18.

THE ROLE OF LOCAL AUTHORITIES IN CAREERS GUIDANCE FOR YOUNG PEOPLE

One area where it is manifestly clear that Local Authorities have a part to play in enhancing the quality of impartial careers guidance is in the gathering of intelligent Labour Market Information. Given their commitment to, and knowledge of, their communities, Local Authorities can play a pivotal role in overseeing data collection, develop strategic aims and objectives that support careers guidance, deepen their awareness of local economic development, disseminate economic and employment information and in doing so provide an invaluable function in informing the careers service.

Large, local employers have a key role in offering work experience opportunities to students. To enhance this engagement, the local authority can act as a conduit to other employers, and help to establish and develop structures that facilitate engagement between employers and education professionals.

Local Authorities can facilitate the development of strategic and structural plans. Their role as a provider of local intelligence, owners of engagement spaces and facilitators of strategic plans is a crucial one.

Recommendation—We recommend that all Local Authorities have in place structures that capture the accurate collection of LMI and facilities to share this information with education professionals.

Furthermore, high quality standards pertaining to careers guidance service levels should be agreed by Government and then be adopted by Local Authorities.

The effectiveness of targeted guidance and support offered to specific groups, such as Looked After Children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET.

We would affirm that the effectiveness of guidance for the specific groups outlined is of fundamental importance. In fact we would add that the NEET group, to a significant degree covers the profile of those whom the Committee is citing in this question. NEET levels are rising, in June 2012 TUC research highlighted that long-term youth unemployment had increased by 874% since 2000. We would submit that current provision is highly ineffective in reaching NEETs.

The groups that we are referring to here are the most vulnerable and failure to provide the right advice and support at school leads to entrenched social exclusion in adulthood. To seek to address this, we should explore the development of a universal IAG offering to 13–18 year olds, and additional support should be given to the vulnerable groups cited. It is this section of society who become NEET and then become the long-term unemployed. Thus, it makes sense to seek to address these problems at their root.

With youth unemployment costing £8 billion a year, it is essential to help these groups into sustainable careers. Therefore investing in these groups is money well spent. We believe in ‘prevention not cure’. The most effective and cost effective way of assisting these vulnerable groups is to prevent young people becoming NEET and ever having to enter the Work Programme.

Recommendation—We recommend that all schools, FE Colleges and providers should have in place a targeted plan of activity to support vulnerable groups who might become NEET in the near future. To resource this objective, additional funding should be given to schools, FE Colleges and providers to help these disaffected groups. Such support should mirror the Pupil Premium and serve to promote intense IAG support for this ‘at risk’ group.

The link between careers guidance and the choices young people make on leaving school

Due to the paucity of careers guidance and IAG in school, there is little evidence that links or infers a young person’s successful transition into meaningful vocation based on their careers choice made in school. In light of this observation, a system is required that tracks the choices pupils make in school and how these affect successful careers outcomes. To realise this, we would recommend that schools have a database that can log careers advice offered, the resultant choices made and then track subsequent outcomes. The data gleaned from such a system could inform policy research and prove an invaluable aid in achieving a culture change in this area.

A system is required which tracks future job opportunities and which is linked to quality careers advice. Careers advice should not be about offering unlimited, utopian, unrealistic offers. It needs to be contextualised and to signpost the realistic opportunities available with clear information about the career path and the qualifications and skills required to access these careers.

The market and state can, to some degree, help determine the opportunities available, but they need informed intermediaries giving individuals the right advice. Good quality careers advice should work in the interest of the individual and the establishment to help develop a rich, informed contextualised learning experience. We believe that, at the moment young people are studying in a vacuum. The provision of externally delivered, impartial advice which is linked to real-time experience in the world of work could provide much needed change and improved results.

Recommendation—We recommend that schools have a database that tracks careers advice, choices made and also subsequent outcomes. This could inform policy research and help in seeking a culture change. Without a rigorous and sophisticated tracking system for destination measures, then the tendency will be to continue to draw upon assumptions and anecdotes. The system needs to be much more efficient, pro-active and comprehensive in this respect.

The overall coherence of the careers guidance offered to young people.

We would submit that the current system lacks coherence and needs to be orientated in a radically different way. Its rationale, focus and structure needs to be re-pointed. New foundations need to be laid.

In essence, the entire structure needs to be ‘turned on its head’, become demand-led and be rendered relevant to employers. We would strongly recommend that employers have more of a role in advising schools, providers and FE College Institutions in terms of the type of skills and attributes they need to help the young people who will enter the workplace in the next five years to develop. Currently, educational establishment are providing courses based on a range of factors which have little to do with employers’ needs and future career opportunities. League tables, Ofsted requirements, Government agendas, learner demand and the access to available funding are all priorities for providers. This has undoubtedly been one of the reasons for increased

graduate unemployment levels. (*See Hidden Talents: Skills mismatch analysis* -http://www.local.gov.uk/c/document_library/get_file?uuid=ae107,372-6539-4e8b-a1d2-6aabfdd3ad3d&groupId=10,171_)

In addition, the careers system also needs to be more focussed on increasing the employability and skills of young people. This entails the fostering of competences such as team work, communication, writing a suitable CV and developing a healthy work ethic: all of which appear to be falling off the radar of schools. It is these skill sets and aptitudes that employers cite as the crucial considerations when hiring young people. Too often students lack these basic skills. This prevents them from accessing job opportunities and leads to rising long-term youth unemployment. Working Links research found that 95% of employers felt that careers advice services could do more to engage businesses and employers to provide young people with careers advice and employability skills (Learning a Living, 2011).

Recommendation—Government should introduce a statutory duty on schools to include employability and skills training to operate as part of their careers advice provision.

CONCLUSION

In summary our recommendations are as summarised below:

- OFSTED should evaluate the impartiality, focus and quality of careers advice and use this as a template for best practice.
- To enhance the levels of preparedness all schools should be tasked with establishing a strategic plan to engage employers in the locality.
- We would recommend that careers guidance should be provided from age 13+, prior to GCSE options being taken.
- We recommend that all Local Authorities have in place the structures that capture the accurate collection of LMI and the facilities to share this information with education professionals.
- High quality standards pertaining to careers guidance service levels should be agreed by Government. These should then be adopted by Local Authorities.
- We recommend that all schools, FE Colleges and providers should have in place a targeted plan of activity to support vulnerable groups who might become NEET in the near future. To resource this objective, additional funding should be given to schools, FE Colleges and providers to help these disaffected groups. Such support should mirror the Pupil Premium and serve to promote intense IAG support for this at risk group.
- We recommend that schools have a database that tracks careers advice, choices made and also subsequent outcomes. This could inform policy research and help in seeking a culture change. Without a rigorous and sophisticated tracking system for destination measures, then the tendency will be to draw upon assumptions and anecdotes. The system needs to be much more efficient, proactive and comprehensive in this respect.
- Government should introduce a statutory duty on schools to include employability and skills training to operate as part of their careers advice provision.

November 2012

Written evidence submitted by The Royal College of Psychiatrists (RCPsych)

1. INTRODUCTION AND SUMMARY

1.1 The Royal College of Psychiatrists (RCPsych) is the leading medical authority on mental health in the United Kingdom and is the professional and educational organisation for doctors specialising in psychiatry.

1.2 The RCPsych Faculty of Intellectual Disability has sought views from those colleagues working throughout services in the UK and Ireland with children and young people up to the age of 18 who have an intellectual disability (learning disability/SEN) and mental health needs. These comments are based on their experiences of working with careers advisors and Connexions workers. We are not aware of specific research or other evidence in this area.

1.3 We hope that this Inquiry will consider the need for some simplification and clarity regarding these services and processes that will improve the experience of transition for this vulnerable group of young people.

1.4 The RCPsych would be happy to provide further information about these issues if that would be helpful to the Committee.

2. *The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty*

2.1 The accessibility of careers advice is very variable and patchy. Our impression is that there has been a significant decrease in careers advisors/Connexions workers over recent years. Their knowledge of further education and employment prospects for those with intellectual disabilities can also be very variable.

2.2 The careers advice may not take into account the impact of intellectual disability on the young person, which can result in the expectations of the young person or family being raised and then disappointed.

2.3 The opportunities for young people with intellectual disabilities and challenging behaviour are very limited and the advice provided to them can be unrealistic.

2.4 The families are frequently left to research and approach numerous services, and are often in the position of being repeatedly turned down, leading to pessimism and demoralisation about the future for their children.

2.5 The funding issues relating to Further Education placements are complex and perplexing to families. Consideration should be given to whether these can be simplified, and to how families can be helped to understand them.

2.6 Families would like to be able to discuss careers and transition issues with a designated person who is knowledgeable about local provision and funding streams.

October 2012

Written evidence submitted by Business in the Community

ABOUT BUSINESS IN THE COMMUNITY

Business in the Community is a business-led charity with a growing membership of 850 companies, from large multinational household names to small local businesses, representing one in five of the UK workforce. Our membership covers the whole spectrum of sectors and skill requirements but our members share a common concern for UK competitiveness and the importance of maximising the skills and talents of all young people. Our work in Education and Skills is guided and championed by two teams of business leaders:

BITC's Education Leadership Team

BITC's Talent and Skills Leadership Team

Paul Drechsler, Chairman and Chief Executive, Wates Group	Steven Holliday, Chief Executive, National Grid
Tulsi Naidu, Operations Director, Prudential UK and Europe	Patrick Dempsey, Managing Director, Whitbread Hotels and Restaurants
Barry O'Brien, Head of Corporate Finance, Freshfields Bruckhaus Deringer	Lucy Adams, Director People, BBC
David Soanes Global Head of Global Capital Markets, UBS	Christine Hodgson, Chairman, Capgemini UK plc
Michelle Quest, Director of People, KPMG	Terry Morgan, Chairman, Crossrail
Joe Greenwell, Chairman, Ford of Britain	Steve Duncan, Executive Chairman UK Retail, Alliance Boots
Anthony Gutman, Co-Head of UK Investment Banking, Goldman Sachs International	Chris Jones, DG & CEO, City & Guilds
Sir Richard Lambert, former Director General, CBI	Andrew Wyllie, Chief Executive, Costain Group
Neil Makin, Chair, Cadbury Foundation	Richard Sykes, Chief Executive, ISS UK
Peter Mather, Group Regional VP Europe and Head of Country, BP Plc	Michael Davis, Chief Executive, UKCES
Patrick Dunne, Group Communications Director, 3i Group Plc	Steve Duncan, Special Advisor, Alliance Boots
Dame Julia Cleverdon, Chair Teach First, Vice President BITC, Special Advisor to the Prince's Charities.	Ian Sarson, VP People, McDonalds UK
Sir Paul Grant, Head Teacher, Robert Clack Comprehensive	Hayley Tatum, Executive People Director, Asda
Brenda Bigland, Head Teacher, Lent Rise Primary School	

INTRODUCTION

The majority of our 850 members focus their community engagement activity in education, with a diverse & effective range of programmes to raise the aspirations and attainment of our pupils, and enhance their chances of becoming successful, employable future members of the workforce, regardless of their postcode. These programmes build up from primary school engagement through initiatives such as reading and number partners through to curriculum support in secondary school learning and into work experience pre and post 16. Our response draws on surveys of our members as well as giving examples of their activity to illustrate our points.

Over the last three years 125 of our members have partnered with over 200 schools in needs-driven partnerships with a sustainable commitment to provide long term quality work related learning experiences for young people, through our Business Class programme (*see appendix for more info*). A further 540 businesses have responded to our call to make work experience more effective for young people offering 147,000 "work

inspiration” placements (*see appendix for more info*). Our feedback from employers and schools is that these activities bring real benefit to young people and especially to those who are at the most disadvantage in entering into employment.

We applaud the Government’s move to ensure that schools provide high quality careers, advice and guidance to all year 9 -11 pupils. Indeed as a recent focus group of our member businesses revealed, 83% currently provide careers advice through their school partnerships, with the majority of this focussed on mentoring, work experience and practical support with applications. Conversely in a survey following the riots of 2011, the Business Class Head Teachers surveyed felt that businesses could support pupils to realise their aspirations regardless of background best through work experience provision (69%) and by creating an awareness of employability skills and requirements (46%).

The appetite for structured, high quality careers advice and guidance is there, yet both our schools and businesses report a feeling of confusion in the messaging from government. On the one hand there is the call for a statutory duty on providing careers advice and on the other a call to remove the duty on work experience alongside the removal of funding for current providers in this space such as Connexions. What our businesses and schools need is a consistent voice from Government and real encouragement through the recognition and scaling up of best practice programmes such as Business Class and Work Inspiration.

1. THE PRIORITY OF CAREERS ADVICE & GUIDANCE

In 2012 young people face a number of key challenges and barriers to their successful progression to, further education and training and employment including;

- (1) The reduction of funding for the Connexions Services, careers advice and support around choices—pushing more responsibility back onto schools.
- (2) The removal of the statutory duty on Work Experience pre 16—for many young people this is their first experience of the world of work.
- (3) The ending of the Education Maintenance allowance—harder for young people to carry on into further education.
- (4) Introduction of higher tuition fees for University—they need to weigh up both the alternatives and understand why this may be an investment.
- (5) With the NEET (not in employment, education or training) figure rising to over 1million—a highly competitive job market.

Business in the Community believes that in such challenging circumstances schools, young people, businesses and local and national government need to work collaboratively to ensure that all young people leave school with the qualifications aspirations and determination to achieve in the world of work. Our Business Class model is consistent with the Government’s emphasis on locally set priorities, however even schools that are committed to a partnership with business will find it harder to justify in the current funding climate, moving it from a ‘must do’ to a ‘nice to have.’

We have a consultation group of 20 School Leaders who help us to review and evaluate the development of Business Class. Through one of these consultations we discussed work experience and the impact of the proposed removal of the statutory duty on work experience pre 16. **23%** stated that they would be delivering less work experience in the academic year (2011–12) and the following quote captures this group’s main reason why:

“Funding cuts mean the organisation that approved our work experience placements at £14 a time can no longer do so. The commercial rate is about £35 a place. The government has effectively said that schools spending two weeks doing this are wasting school time. It leaves us little option but to drop it. A great loss to those students for whom it served as a wake-up call, a reality check, a boost to their ambition, and so forth.”

However it was not funding cuts alone that meant that some schools felt unable to provide access to opportunities such as work experience and careers advice. In a survey of our broader Business Class Head Teachers conducted in April 2012, 54% agreed that targets are taking precedence over broader education, such as instilling skills and values. A key reason for this is captured in the quote below:

“regardless of what the government say they only measure academic progress, therefore we prioritise that over general skills building. The way schools are measured is the opposite to what the students need to be employable, that is why employers are always upset with the school leaver standards.”

Neither schools nor businesses want this to be the case for their pupils. As the recent CBI Education and Skills survey states, employers say the need to provide businesses with the skills they require is the single most important reason to raise standards in schools (73%).

EMPLOYABILITY SKILLS

Basic Skills must be a priority, but **are not sufficient**; academic achievement needs to go hand in hand with employability skills, which can be enhanced by business. As set out in the recent CBI Education and Skills

survey, employers need students at all levels, whether they are on vocational or academic pathways to have a core set of employability skills which cannot be left until post 16 education;

- Self Management.
- Team working.
- Business and Customer awareness.
- Problem Solving.
- Communication and Literacy.
- Application of Numeracy.
- Application of IT.

The report continues to highlight that 69% of employers report weaknesses in school leavers' business and customer awareness and 61% report weaknesses in self management. This aligns with a recent survey of a focus group of member businesses which revealed that 66% felt that school leavers' preparedness for the world of work was average or poor. However companies are keen to upscale their activity with schools, with the CBI report highlighting that 60% of employers would be prepared to do more in delivering careers advice in schools. As one of our Business Class businesses puts it;

“There is definitely a role for business in terms of offering access to the workplace and to help students understand the “softer” skills that are needed in addition to academic qualifications, such as communication and collaborative skills, project management etc. I think business should offer: mentoring, talks on different careers, internships, apprenticeships, placements and site visits.”

Companies such as **Bank of America Merrill Lynch** support programmes that are embedded across subjects such as Maths but allow young people to develop skills including enterprise. Through their Financial Education and Employability programme run in partnership with Tower Hamlets Education Business Partnership, Bank of America Merrill Lynch have seen more than 2,000 students aged 13–18 benefit per year at three local secondary schools. Our members believe that it is through enhancing the core curriculum that young people will be able to develop employability skills.

Alongside embedding work related learning into core curriculum subjects, many of our members are keen to ensure that the curriculum provides a balance of academic and practical evidence-based learning.

Manchester Airport highlight that evidence-based learning is important as employers often find it difficult to understand some qualifications. In their recruitment process, they will often assess candidates through competency based interviews rather than rely on qualifications alone. For young people this means that they need not only to make the most of their academic attainment but to develop an awareness of what this means for their skills and competencies in order to both secure and hold onto a job.

2. Careers guidance and the choices young people make on leaving school;

Business in the Community, led by our members, believe that young people need to be exposed to the range of career opportunities with a progressive build up of awareness of the world of employment through learning opportunities that involve contact with people from different sectors and vocations from the earliest age. We believe that through exposure to work related learning throughout their education, young people benefit from opportunities that will raise both their aspirations and attainment. 60% of our Business Class businesses perceived that careers related activities such as mentoring, work experience and advice sessions had supported pupils into securing employment.

One of our Business Class schools in the West Midlands concludes the following of the role their business partner has played in raising aspirations and therefore attainment:

“Our GCSE results have increased from below 30% three years ago to 45% this year. Whilst we put lots of initiatives in place for this cohort it is certain that Business Class input incentivising attendance and raising aspirations amongst some of our most disengaged pupils had an impact.”

A 2012 NFER survey asked 700 KS4/KS5 classroom teachers whether they felt that pupils did return to schools following work experience placements more motivated: 68% agreed they did (17% saying pupils were much more motivated) with 6% saying they returned less motivated. Asked whether they felt placements increased the chances of young people on the borderline of achieving key targets (eg, five A*-C GCSEs), 50% agreed that they did and 5% felt chances were reduced.

ENHANCING BASIC SKILLS OF NUMERACY, LITERACY AND COMMUNICATIONS

Our members, like other employers, have a primary expectation that school learners will have the basic skills of numeracy, literacy and communications that give access to learning and employment. We therefore applaud the Government's call for providing enhanced recognition for pupils who achieve strong grades across key academic subjects via the Baccalaureate qualification. Employer engagement with young learners has been shown to contribute to a raising of attainment eg:

PricewaterhouseCoopers' mentoring programme at Harris Academy in Bermondsey has seen 80% of those girls mentored achieving higher than predicted GCSE grades and over the ten year mentoring programme the percentage of good GCSEs (A* to C) has risen from 19% to 87%.

An independent evaluation of **Time to Read**, a Business in the Community Northern Ireland programme involving business volunteers reading with children in school, demonstrated there is both qualitative and quantitative evidence that, alongside impacting positively on core reading outcomes, Time to Read also has a positive effect upon children's aspirations for the future. The feedback gathered from the qualitative interviews in previous evaluations suggest that this may in part be due to the development of positive and encouraging relationships with successful adults, including visits to their workplaces.

3. Targeted guidance and support offered to specific groups, such as Looked After Children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET;

Alongside raising academic attainment and increasing motivation within pupils, evidence suggests that employer engagement in schools can prevent young people from becoming NEET, as well as enhancing their earning potential. In its recent report *'It's who you meet...'*, the Education and Employers' Taskforce ("EET") found that those young people who had undertaken four or more activities such as mentoring and enterprise competitions were five times less likely to be NEET.

Business Class is focussed on supporting schools in the most challenging communities, average Free School Meal (FSM) eligibility across our Business Class schools is 32% compared to a national average of 15.4%; 65% of our Business Class schools are in the top 35% most deprived communities as defined by IDACI and the average GCSE including English and Maths (at the outset of the partnerships) is 39%, versus a national average of 58%. As the example below highlights weaving careers related activity into curriculum related activity is an effective way of motivating pupils from some of the hardest to reach groups.

Coca-Cola Enterprises is partnered through Business Class with Nottingham University Samworth Academy which serves an area of considerable economic disadvantage. There are very few employers in the area and high unemployment levels. Students typically suffer low aspirations, self esteem and confidence.

The key priority for the partnership was to directly engage and inspire a target group of disaffected pupils using innovative and creative opportunities for them to experience the world of work and introduce them to Coca-Cola Enterprises' design apprenticeship scheme. A vital step if more young people in the area are to build successful working lives. Using their "wonder room", a space designed to inspire and encourage creative thinking, Coca-Cola Enterprises tasked Year 9 Design and Technology students to create a product for their largest customer, Tesco. Students were split into groups, given free reign and guided over 12 weeks by three Coca-Cola Enterprises volunteers. The process involved a site visit for 25 pupils to experience the workplace, understand their client better and aid the product development.

RESULTS:

- Coca-Cola Enterprises were extremely impressed with the winning group and wanted to offer an apprenticeship within Supply Chain at the local Nottingham office. The students were too young at the time but this is a valuable opportunity for them in the future and opens up a potential career path for them
- All students were taken out of their comfort zone and helped to identify and develop key employability skills in a creative and engaging way; essential if NEET) figures are to be reduced
- The success of the project with Coca-Cola Enterprises inspired Nottingham University Samworth Academy to approach Nottingham Forest Football Club. Students will be designing and producing goods which will be sold in their shop.

4. At what age should careers guidance be provided to young people?

Work related learning provides a foundation for young people as they make choices in their later academic and vocational careers, indeed many of our members would welcome acknowledgement for work related learning from a much earlier phase in a young person's education eg:

National Grid's research into awareness and aspirations towards science and technology led them to develop a programme aimed at primary school pupils. This allows them to introduce and enthuse pupils from an early age about STEM and vocational subjects such as engineering. However their work is not limited to primary school; they are equally (and increasingly) active with secondary school pupils.

EDF Energy have linked their external skills development within their sustainability principles. This has seen them promote STEM skills and careers throughout their education programmes that encompass activity not only with 14–19 year olds but also within primary schools. The **Deloitte** review of Careers Education and guidance for the Education Employers Taskforce reached a similar conclusion that such work must start at an early age as attitudes begin to be formed.

In our recent survey on our members' approach and attitude to careers advice and guidance, 100% of those surveyed believed that it was most important to provide support to young people aged between 11–16. They all felt that post 16 was too late with the following quote encapsulating common feedback:

“Career choices can be affected by your choice of GCSE but more importantly it is the focus that going to school and the work that you do there will give you the tools to make the choices that you want to do later. Many young people do not understand that the opportunities created through steady work in the early high school years will lay the foundations for career choices much later on. Hopefully careers guidance early on will be inspirational and keep them going.”

CONCLUSION

Business in the Community believe that it is therefore vitally important that the Government recognises the pivotal role work related learning can play in enhancing and supporting a young person to realise their potential both academically and in the work place and that they have a pivotal role to play in turning the tap of corporate support on or off. Consistency of message and policy is key not only to provide business with the motivation to do more and faster but also to reassure schools with pressures of targets and budgets that this is more than a nice to have.

For more information, please contact:

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With special thanks to the following companies who formed part of a focus survey group of businesses for the purposes of this response:

APS Group

Audi UK

Calico

ISS Facility Services Ltd

Manchester Airport

Merseyrail

APPENDIX 1

BUSINESS CLASS

Described by the Secretary of State for Education, Rt Hon Michael Gove in a speech this June as ***“an excellent example of how schools can take advantage of the expertise and experience that the business world has to offer,”*** Business Class is BITC's flagship education programme, building long-term, needs-led partnerships with secondary schools serving deprived communities.

Partnerships are intimately rooted in the needs of the school and provide 3-year support across a range of areas which, through a detailed needs assessment process, the school has identified as most pressing. Across these partnerships, businesses work in geographical clusters in schools on wide ranging issues such as Governorship, Head Teacher mentoring, change management, attendance support and curriculum enrichment.

Partnership success achieved to date:

- Over 200 Business Class partnerships are established or in development
- 27 clusters established or developing across all English regions, Wales, Northern Ireland and Scotland.
- Over 120 businesses supporting partnerships with a number active in more than one cluster

Business Class chimes powerfully with prevailing political ideology insofar as it enables schools and businesses to come together in localised clusters, solve the problems which the local school community have identified as key, share best practice and encourage clusters further afield to take an equally active role in their communities. Business Class clusters also provide a powerful platform—through trans-cluster dialogue—for highly localised experience to inform national best practice and policy development.

We aim to establish **500 Business Class** partnerships positively impacting on the lives of **75,000 pupils** in disadvantaged areas by 2015. These aspirations for the development of the model were shared by Paul Drechsler, Chairman and Chief Executive of Wates Group and Chair of the BITC Education Leadership Team, with the Prime Minister at BITC's Leadership Summit in December 2010 and the Prime Minister is paying

close attention to its development as part of the localism and growth agenda. Business Class is also supported by the Department for Communities and Local Government.

Impact of Business Class:

Cass Business School independently evaluated the programme, with participating schools and businesses attesting to the following improvements in their schools as a result of Business Class partnerships.

- 39% improvement in students' academic achievement
- 40% improvement in students' employability
- 25% improvement in leadership and governance of Business Class schools
- 54% increase in school optimism about the partnership's sustainability

For more information on Business Class please visit: <http://www.bitc.org.uk/businessclass>

For case studies of Business Class in action please visit:

http://www.bitc.org.uk/community/education/business_class/resource_centre/index.html

APPENDIX 2

WORK INSPIRATION

Giving a young person a meaningful experience of the world of work is a vital way to raise aspiration. We sought to make that experience more effective and thus the “Work Inspiration” campaign was born. We held a series of “Big Conversations” where CEOs and young people had the opportunity to meet and share ideas. Then with our business leadership we distilled some “insights” and used them to create simple resources that companies can use to:

- Hold a structured interview with a young person to establish their talents, interests and personality type (All about me)
- Demonstrate the different facets of their business and the variety of jobs available (Behind the scenes)
- Explain the varied journeys senior staff take to get to their current positions (Careers Happen)

So far well over 147,000 placements have occurred in the 540 companies signed up so young people to get a meaningful insight into what it takes to have a successful working life. The companies have been reaping the benefits to their staff, recruitment costs, and brand awareness.

The Campaign provides a free employer tool-kit that includes a number of work books and resources addressing key insights developed, in consultation with business, to improve work experience. These tools are free and can be applied to improve work placements across all sectors. Within the tool-kit are work books to help companies tackle the common failings in work experience.

It gives young people the chance to learn how careers happen and more about what their talents and preferences are in the workplace.

In 2011 City & Guilds launched their evaluation Transforming Work Experience into Work Inspiration—the Business Benefits. This evaluation identified four key areas of impact that Work Inspiration is having on the businesses involved. The full report can be downloaded at:

http://www.bitc.org.uk/resources/publications/transforming_work.html

October 2012

Written evidence submitted by City & Guilds and the City & Guilds Centre for Skills Development

This submission is made by City & Guilds and the City & Guilds Centre for Skills Development (CSD), part of the City & Guilds Group. City & Guilds is the UK's leading vocational awarding organisation, offering more than 500 qualifications over the whole range of industry sectors, through 8500 colleges and training providers in 81 countries worldwide. Two million people every year start City & Guilds qualifications, which span levels from basic skills to the highest standards of professional achievement, and are designed to help people and businesses achieve growth, prosperity and success.

The City & Guilds Centre for Skills Development is an independent, not for profit research and development body for vocational education and training. It works to influence and improve skills policy and practice worldwide through an evidence-based approach. It is part of the City & Guilds Group. For further information please visit www.skillsdevelopment.org

Key points made in this submission, based on City & Guilds research, are:

- The current view of young people is that schools and colleges are not the best providers of careers guidance. Employers and parents are more useful.

- Young people are making choices based on very different criteria, depending on whether they are selecting subjects for study or employment opportunities.
- Young people are concerned about the quality, quantity, and breadth of careers guidance they receive while in school or college, but young people in the workplace struggle less with questioning their career choices than with adapting to working life.

What is the purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared are schools to fulfil their new duty?

1. We asked the young people in *New Directions*^A, who had received guidance from more than one source, who had given them the best information and advice. 21% cited a careers advisor at school, compared to 33% who rated guidance from their parents as the best. Careers advisers in school were rated more useful by young people whose parents felt “unconfident” or “neither confident nor unconfident”. 43% of all young people also received guidance from teachers or tutors, but only 25% of young people who got advice from multiple sources thought teachers offered “the best” advice. This was mirrored in the qualitative aspect of the research, where young people spoke about teachers “pleading” and “being pushy” with them to take their subjects. This is an entirely logical consequence of the desire of teachers to maintain their subjects, and the lack of incentives which exist to encourage any other response.

2. In *Ways into Work*^B, there was a widely but not universally held view across the 14–16 and 16–18 age groups that teachers can only advise on one thing: how to be teachers. 64% of 14–18 year olds received careers advice from their teacher—only 14% rated this as “very useful” compared to 31% who felt this about advice from parents and 39% from an employer visit.

3. It is worth noting that 48% of young people received guidance from parents, but in the survey of parents, only 37% felt confident or very confident giving their children advice about vocational qualifications^A. It is clear that young people are not receiving informed guidance from their primary providers (parents and teachers). Clearly, parents need appropriate guidance on sources of information and we hope the National Careers Service will fulfil this duty. Teachers need careers guidance included in their teacher training and CPD offer—it provides an alternative career path for those sufficiently interested.

4. According to *Ways into Work*^B, by far the most useful source of careers advice for 16–18 year olds was a visit to an employer with 88% saying it was “very useful” or “useful”. Overall, only 2% of young people aged 14+ who have experienced an employer visit felt it was not useful or relevant to them. This is the highest level of engagement for any source of careers information, advice and guidance. Yet few get exposure to employers. Only 26% of 16–18 year olds and 16% of 14–16 year olds had visited an employer and only 50% of 14–16 and 53% of 16–18 year olds had been to a careers event at school. Just as universities offer open days, so industry needs to open its doors to schools for visits to show young people different working contexts and broaden their minds to wider career options—hospitals, airports, factories, salons, theatres, garages, research laboratories, and so forth.

5. Careers advice needs to work as part of a coherent system, which does not leave young people struggling with basic elements of employability. Our research^{B,C} found that young people understand the need for hard work, and intend to put in the time and effort necessary to be successful in work, but the fact that so many find the working lifestyle the hardest thing to deal with suggests that having an understanding of the demands is not the same as being prepared for them.

6. The summation of this evidence is that we do not think schools are well prepared to fulfil the new duty of provision of careers guidance. Teachers are not at fault for this, their training, passion and expertise is for teaching in their particular subject. One solution might be to boost the elements relating to careers guidance as part of teacher training and Continuing Professional Development, with appropriate funding and support. This would enable them to direct students to good sources of information where their own understanding was not strong, including in their roles of pastoral care and form tutor, where they may have to advise students interested in areas well beyond their subject expertise. Work experience/business contact also clearly plays a crucial part in helping young people make good choices, and we strongly suggest that employer engagement form part of both taught curricula and inspection criteria.

THE EXTENT OF FACE-TO-FACE GUIDANCE OFFERED TO YOUNG PEOPLE

7. The young people in the *New Directions*^A survey received a fair amount of face-to-face careers guidance. 71% said they had got information and advice from someone about career/qualification choices, and of these, 67% spoke to a careers adviser at school. This suggests that just under half of all young people received guidance from a trained careers professional through their school. 25% of all young people claimed not to have received any advice at all. This figure was worse in *Ways into Work*^B, undertaken a year later, with one third of respondents saying they had not received any careers guidance.

8. 73% of all 14–18 year olds^B, however, believe they have a good idea of the knowledge and skills they need to do the job they want, which suggests that face-to-face guidance is not regarded as essential by young people—they are happy to use their own sources, such as the internet.

9. In *Making Sure Tomorrow Works*^C young people were largely satisfied with their sources of advice on building the right skills, but dissatisfaction increased among those from lower professional backgrounds.

10. While the research illustrates the resourcefulness and positive attitude of many young people, it should be clear from the sustained high rates of young people NEET that these qualities alone are not enough to ensure a smooth transition from education to employment. Young people do not have the information about what courses are available, what jobs might be available at the end of them and whether they possess all the right attributes towards getting that qualification and/or job in sectors where there is a growing need for labour. That is why they need face to face support. We strongly recommend that all young people have access to properly trained careers guidance professionals.

At what age should careers guidance be provided to young people?

11. As a minimum, young people should be provided with information on careers from 12 years of age—it should be part of the education programme from the beginning of secondary school, if not earlier. In *Ways into Work*^B, children in the 7–11 years age group revealed they are heavily influenced by their parents and this is their most trusted source of information. They tend to mention jobs that are highly visible in the media or their lives. Seeing jobs on television can influence this age group to change their minds about desired careers on quite a regular basis. The maturing process that takes place between the ages of 12 and 14 allows young people to find out their emerging talents, interests and preferences, and preferred learning modes. This age group should be provided with opportunities to explore and understand a range of potential careers.

12. At the age of 14, Year 9, young people make two key decisions affecting subsequent career paths: what subjects they are going to study from 14–16 years, and what they intend to do post-16. At age 16, young people face a range of options: continue to sixth form in the same school; move to a sixth form college; move to a FE college; find employment; start an apprenticeship. To make sensible decisions they need to have a clear idea of what career suits them and customised information to work out how best to get there. Information tracking and research is a life skill and the earlier young people are introduced to it, the more skilful they will be as adults.

13. In the *Key Stage 2 career-related learning pathfinder evaluation*^D the NFER found that the earlier pupils are introduced to careers information the better. The evaluation indicated that pupils involved in the Pathfinder pilot showed increased awareness, knowledge and understanding of types of employment and pathways to get there; their understanding of links between education, qualifications and careers increased, resulting in a more positive attitude to school, education and the effectiveness of careers education; and there was a reduction in their stereotypical thinking about gender-specific career roles.

THE ROLE OF LOCAL AUTHORITIES IN CAREERS GUIDANCE FOR YOUNG PEOPLE

14. We would question the ability of local authorities to secure “suitable” places for all 16 and 17 year olds, simply from the perspective that “suitability” is highly subjective. When balancing the demands of young people with the needs of a local economy, capacity of provision in local providers, and employer requirements, a local authority will ultimately be reliant on the quality of the careers guidance offered to young people in schools to generate the “suitable” demand.

15. It is also questionable how well local authorities will be able to manage co-ordination between post-16 providers who are effectively competing with each other for the best students—more evidence from local authorities on successful approaches is needed, and should be shared as best practice.

How effective is the targeted guidance and support offered to specific groups?

16. In *Ways into Work*^B, the target survey group of 7–18 year olds was asked what sources they used for finding out about different kinds of jobs. Overall, the 3,000 young people in the group used different sources but 85% of them approached parents and 29% spoke to other relatives. The Internet was used by 65%, teachers used by 53%, books/magazines by 21%, TV by 16% and friends were used by 19% of the group.

17. In the 14–16 year old cohort, 16% had visited employers and of these 39% found the visit “very useful”, which was the highest satisfaction rating for any information sources in this age group. In the same group, 67% had received advice from parents, of which just 31% found it “very useful”. 44% searched websites, of which 26% found it “very useful”, 14% of the 22% who approached a teacher found it “very useful”, 50% received advice from a careers counsellor and 14% found it “very useful”, and of the 64% who had attended an event at school 14% found it “very useful”.

18. Approximately the same pattern emerges of satisfaction with information sources in the 16–18 years group. Visits to employers were carried out by 26% of them and 88% found it “useful” or “very useful”. Parents were used by 65% of the group and 27% found it “very useful”, 53% looked at websites and 24% found it “very useful”, 62% asked teachers for advice and 16% found it “very useful”, 64% attended careers events at school and 14% found them “very useful”, while 62% discussed their options with careers counsellors and 12% found it “very useful”.

19. Overall, only 2% of young people aged 14+ in the research who experienced an employer visit felt it was **not** useful or relevant to them. Although few have experienced it, all age groups agree that visits to employers would be very useful.

THE LINK BETWEEN CAREERS GUIDANCE AND THE CHOICES YOUNG PEOPLE MAKE ON LEAVING SCHOOL

20. *New Directions*^A found that young people make choices while they are in learning which are largely based on subjects which they are interested in (74%) and which they are good at (59%). The percentages who chose subjects based on careers aspirations were much smaller (33% chose their subjects/qualifications based on what career they wanted, and 25% chose those which would get them a job). This is in contrast with the young people who were working, whose choice of job was dictated more by practical influences. 29% of these young people took the first job they were offered, while 25% took the **only** job they were offered. 25% were able to choose the job they were most interested in, and a lucky 12% were already in a job which they had always wanted to do.

21. *New Directions*^A suggests that there are a number of aspects of adapting to working life which young people find especially difficult. 60% of young people in work found “adapting to the new lifestyle” the hardest thing about working. This related specifically to elements such as working hours, getting up on time, adapting to eight hour blocks of work five days a week, and having to forego social commitments to get through the working week. While this is not directly related to the careers guidance they received, it is clear from this finding that young people do not find their experience prior to starting work to be enough of a preparation for the realities of the workplace.

22. When asked what would help young people adapt to working life more easily, **better** work experience was most often cited by both young people and adults^A. In our view, this means work experience which includes activity related directly to the business, rather than solely consisting of clerical or menial tasks where the young person does not see their contribution. This is why City & Guilds supports Work Inspiration and Inspiring the Future, two schemes that help give school pupils direct and meaningful exposure to the world of work.

SUGGESTED RECOMMENDATIONS FROM THE EVIDENCE

23. The role of employers and parents in careers guidance for young people should not be underestimated. The Government has the policy mandate for provision for young people, and the contribution of these two sources should be acknowledged, supported and improved by all possible means within the Government’s power.

24. The role of teachers under the new arrangements will also mean that their responsibilities will grow, so their skills and understanding must be improved through training and ongoing support.

25. For schools, the evidence points to a strong requirement for “raising their game” in every area, including clear and unequivocal guidance and support to their teachers on how to handle careers guidance queries, and how to spark enthusiasm and interest in subjects and careers which are right for the student—in that the choices they then make are reasonable, feasible, and aspirational.

26. One of the key recommendations from *New Directions*^A was that learning providers and awarding bodies will need to make more information available to young people and parents on the specifics of courses and the opportunities they offer for progression. City & Guilds has a key role to play in working with providers, learners and parents to ensure informed decision-making for the next generation of the workforce.

SOURCES

A) *New Directions*. The *New Directions* survey was undertaken by the City & Guilds Centre for Skills Development in 2011, and comprised an online survey of 1620 young people (aged 15–19) and 1693 parents of young people, and was followed by two qualitative online discussion groups with young people.

B) *Ways into Work*. In February 2012, City and Guilds commissioned research which looked at the views of 3000 young people aged 7–18 around education and employment. Data collection was via an online survey, and respondents comprised 1000 individuals from each of three age groups 7–11, 14–16 and 16–18. Follow-up focus groups were held with three selected groupings to provide qualitative insight.

C) *Making Sure Tomorrow Works*. In February 2012, the Future Foundation surveyed 1500 young people aged 14–20 and 1000 adults for the City & Guilds Centre for Skills Development.

D) Wade, P., Bergeron, C., White, K., Teeman, D., Sims, D. and Mehta, P. (2011). *Key stage 2 career-related learning pathfinder evaluation*. Slough: NFER. The pathfinder pilot was conducted by 7 Local Authorities between July 2009 and October 2010 on 5,545 pupils. It explored the impact of early career-related learning at Key Stage 2 and focused mainly on Year 6, when pupils would be 10 or 11 years old. The pilot involved 120 comparison schools matched to 38 Pathfinder (treatment) schools.

Written evidence submitted by The Bridge Group

1. INTRODUCTION

1.1 The Bridge Group is an independent, non-partisan policy association promoting social mobility through higher education. The association offers Westminster and other influencers specialist guidance on policy, drawing on the expertise of our professional network of Associates and the collation of research and evaluation. The Bridge Group is expert-led and evidence-based, and seeks to bridge the gaps between research, policy and practice.

1.2 As an outcome of the Group's strategy document, *Bridging the Gaps: Current Issues and Focus for 2011–12*, launched by Rt Hon Nick Clegg MP in May 2011, three expert Groups were formed to look at: Information, Advice and Guidance (IAG); Data; and Collaborating with the Professions. These groups undertook to identify policy issues in their respective areas and make recommendations. That the largest and most diverse of these three groups is the expert Group on Information, Advice and Guidance is a reflection of the issues experienced and concern felt by a broad range of our Associates, including teachers and careers advisers, further and higher education staff, and representatives from the third sector, think tanks and business.

1.3 The Bridge Group is a member of the Careers Sector Stakeholders' Alliance and as such we fully endorse the issues raised and policy recommendations made in their submission.

1.4 In addition, we raise a number of additional issues and make recommendations specifically in relation to how the provision of careers guidance impacts on the issue of social mobility through higher education.

2. THE WIDER POLICY CONTEXT

2.1 A number of factors in the English education system mitigate against schools focusing sufficient effort on the provision of careers guidance. The overwhelming focus on grade attainment, at the expense of skills development (in particular at KS4–5) leads students—and schools—to a narrow self-assessment of 'employability', resulting in them undervaluing high quality and impartial careers guidance.²⁶

2.2 There is clear evidence that it is the acquisition and deployment of these wider skills, over and above exam attainment, that is a differentiating factor in determining the most positive employment outcomes at graduate level.²⁷ Furthermore, "as business focus changes with globalisation of markets, so too do expectations for the graduate workforce"²⁸. The recent report, "Global Graduates into Global Leaders" reiterates that employers place equal weight on wider cultural competencies: "Achieving global graduate competence is not just about attaining qualifications and excelling in a knowledge-based...capacity".²⁹

2.3 The introduction of the new statutory duty on schools to secure access to independent and impartial careers guidance for their pupils in years 9–11 coincides with the replacement of the Education Maintenance Allowance with a new 16–19 Bursary Fund, the introduction of new student funding arrangements for higher education, and the removal of student number controls for universities recruiting candidates who achieve AAB at A level. The full implications of these changes are still being worked through, but preliminary findings suggest that they risk having a particularly detrimental impact both on the vulnerable groups highlighted by the Committee (looked after children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET), and on the wider population of socio-economically and educationally disadvantaged young people who are the focus of efforts to widen participation to further and higher education.³⁰

2.2 The negative publicity surrounding both these changes, and the complexity of the changes themselves, have caused confusion and misunderstanding amongst young people and their teachers, carers and parents. The complexity of the 16–19 Bursary Fund application system has prevented many eligible young people from claiming the award, and thus from pursuing further education, whilst despite the best efforts of the Independent Task Force on Student Finance, and the Governments' own Student Finance Tour, misunderstanding abounds about the impact of the new fee regime, with every indication that this too is having a detrimental impact on young people's decision making.³¹

2.3 Further, these attempts to create a higher education "market" have seen the resulting public debate focus on the value of a university degree in terms of a cost/benefit analysis, reinforced by new information sources

²⁶ Some of the key tenets of integrated careers guidance would include awareness of technological and economic change; personal skills for future careers; adaptability; careers decision making skills; work-life balance; financial skills; employability-understanding what these means and personal planning on self-improvement

²⁷ <http://www.thebridgegroup.org.uk/evidence/Seminar.pdf>

²⁸ Trilling and Fadel (2009) *21st Century Skills*

²⁹ *Diamond et al (2011), Global Graduates Into Global Leaders [online] Available: www.cihe.co.uk/global-graduates-into-global-leaders/*

³⁰ See for example *Staying the course. Disadvantaged young people's experiences in the first term of the 16–19 Bursary Fund*, Jane Evans, February 2012 (Barnado's)

³¹ *Student Awareness of Costs and Benefits of Educational Decisions: Effects of an Information Campaign*, Marty McGuigan, Sandra McNally, Gill Wyness, August 2012 Paper No CEEDP0139.

such as the HEFCE’s “Key Information Sets”, and comparison websites like Bestcourse4me, which include information such as employment rates by subject and institution. However, these information sources are not without their difficulties (the labour force information, for example, is based on the Destination of Leavers from Higher Education survey which surveys graduates a mere 6 months after graduation) and as such need intelligent interpretation if they are to support successful decision-making. **Young people therefore need more, not less, support and guidance to help them navigate these ever more complex and potentially high stakes decisions about their post-18 education.**

2.4 While the impact of the removal of student number controls for students achieving AAB at A level will not be fully understood until later this month when students arrive on campus, here too there is strong concern that this policy will further disadvantage those students from already disadvantaged backgrounds. Students from less advantaged backgrounds are much less likely to achieve AAB grades. They are also more likely to apply with Access qualifications, which are not in the UCAS tariff, or with vocational qualifications that do not present an equivalent grade threshold. Students from less advantaged backgrounds are therefore much less likely to be in a position to benefit from the increase in places, particularly if these are in universities with the highest average entry requirements.

2.5 The central premise of the recent White Paper was that by fostering a more competitive market in higher education and empowering prospective university students with more course information, applicants will be put in the “driving seat” and make rational consumer choices. The evidence to date, however, suggests that students do not necessarily make consumer choices that are rational in terms of job prospects. For example, over the past decade, enrolments in Science and Engineering subjects have generally been relatively weak, despite their excellent graduate outcomes. Collecting and publishing more detailed student feedback can be positive, but only if students providing feedback as well as applicants are guided in how they assess value in higher education. **A student’s judgement about the quality and appropriateness of a course in higher education should not be based solely on quantitative measures: student satisfaction and graduate outcomes are obviously important, but do not provide the complete picture. Prospective students must receive guidance in using their judgment about the appropriateness of a course and university to their own abilities, ambitions and interests.**

2.6 **It is crucial, therefore, in a time of such educational turbulence that all students, but particularly those facing particular barriers to their educational progression, receive the highest quality information, advice and guidance to support their decision making regarding their further and higher education choices, as part of a wider service which helps them construct a successful progression route towards their ultimate career ambitions.**

3. HIGHER EDUCATION INFORMATION, ADVICE AND GUIDANCE

3.1 Information, Advice and Guidance relating to progression to higher education (HEIAG) is a distinct aspect of IAG, requiring specialist and up-to-date knowledge of an increasingly complex sector. Historically underserved by Connexions, schools-based careers guidance is often under-informed about HE progression and the diversity of qualification and curriculum provision and range of entry routes. In schools or colleges with less experience of supporting HE progression, there is a particular issue about knowledge of progression to highly selective institutions such as those in the Russell Group. More work needs to be done to help pupils understand the challenges of applying to more selective institutions, but also to differentiate between competitive institutions, in order to make the best decisions about future study.

3.2 The English Baccalaureate and the social mobility benchmark are, in principle, positive moves towards ensuring a better deal for disadvantaged, bright, pupils, but they must be applied with a balanced approach that takes account of pupils’ personal preferences and allows for careful and well-informed consideration. The English Baccalaureate risks steering pupils into subjects for which that are not well suited, and schools should be cautioned against undervaluing alternative routes through the education system for the right pupils. Similarly, the new social mobility benchmark, which is concerned with those getting AAB in subjects deemed to be effective preparation for competitive institutions (the Russell Group’s so-called “facilitating subjects”), risks steering pupils into subjects they might not enjoy, or forcing them away from more appropriate choices. As the Russell Group’s guidance makes clear, its advice is focused in this instance on those students who do not yet know what they would like to study at university, and it was not intended to be used for benchmarking in this way.³²

3.3 It is of considerable concern that existing deficiencies in the provision of HEIAG will be further exacerbated under the new arrangements. **Bridge Group members are unanimous in their view that the statutory duty should urgently be extended to cover 16–18 year olds**, who are in urgent need of tailored HEIAG for the reasons outlined in section two, and who are ill-served in this regard by the National Careers Service, which has no higher education-related content at all. **There are equally strong arguments for its extension to year 8.** From an early age, pupils face a number of transition points, at which time they can severely limit their future further and higher education options, and through that their career options.

3.4 Through initiatives such as Aimhigher and universities’ own outreach activities a number of effective models for universities to contribute to IAG in schools have been developed, including programmes such as

³² *Informed Choices*, Russell Group (2012)

mentoring, campus visits, summer schools and more extended packages of support for particular schools or in particular academic subjects. However, there is still concern among Bridge Group Associates that activity is often ineffectively targeted, and that the lack of evaluation in this area will undermine efforts to defend and increase future public spending in this area. **The Office for Fair Access to Higher Education (OFFA) should ensure that outreach and IAG activity led by universities is appropriately focussed and targeted, rather than simply being volume driven. OFFA should incentivise and encourage collaboration between universities in delivery of outreach and IAG activity, including staff development and support for IAG advisers. Furthermore, guidance should be developed for the sector about affordable evaluative models that can help identify those programmes with maximum return on investment, and quantify the impact of activity.**

3.5 The considerable IAG resource in universities and the professions should be mobilised to a greater extent. Learning from Aimhigher indicates that sustained engagement with young people is the key to making an impact on social mobility and suggests the need for increased collaboration. **The Bridge Group is currently producing a clear framework to help schools, universities and employers understand when, why and how to engage with IAG, underpinned by a clear rationale for inserting HEIAG into this framework from Year 7 upwards.**

4. CONTRIBUTIONS FROM THE PROFESSIONS—ENGAGING WITH SCHOOL/COLLEGE PUPILS

4.1 The professions have a responsibility to play a more active role in supporting Information, Advice and Guidance (IAG) for school pupils and university students. However, provision needs to be effectively coordinated and its quality monitored, and some standardisation of delivery is highly desirable. There is limited research into the most effective ways in which the professions can impact positively through outreach activities with schools, and this lack of evidence may be contributing to the reluctance of some organisations to invest in this area. Quantitative outcome measures from outreach activities are hard to determine, because of the one-off nature of many interventions delivered by the professions, the cost of rigorous research, and the dismaying lack of data available in terms of entry and progression in the professions.

4.2 The professions are not, however, a panacea to underperformance or lack of progression in schools/colleges. **It is essential to distinguish between professionals helping young people to explore a career by engaging them with it and giving guidance on how to access it; insight is not the same as advice. A blended approach is advocated, with professionals collaborating with qualified IAG staff, who are likely to be best positioned to give advice on how to access a particular profession.** Impartiality should be demanded and, by collaborating with IAG staff, colleagues working in the professions can avoid giving self-interested views to young people.

4.3 More disadvantaged students are less rehearsed at identifying and articulating the link between their personal skills/experiences and those skills which employers actively look for. **The professions should have a key role to play in skills development and this would be an appropriate focus for their intervention with school students. This should be the central aspect of all professional outreach programmes at this stage, in particular, building their “soft skills” and discussing the processes of researching and interviewing for employment.**

4.4 **The Bridge Group advocates that universities should play more of a leading role in mobilising, brokering and coordinating the professions’ contributions to IAG in schools.** By combining university outreach with outreach from the professions, integrated provision can more actively demonstrate to learners the links between school level study, higher education and professional employment. Universities can significantly increase the engagement of the professions in outreach work through alumni networks and existing links with professional bodies and learned societies. **With appropriate resource, universities and third sector organisations are best placed to play an intermediary managing role to support the professions in engaging effectively with school pupils.** It is strategically sensible for universities to complement and strengthen their widening participation activities by engaging the professions, and universities have the expertise and experience to support the professions in targeting learners to maximise impact—they already have relationships with key staff in schools, colleges and other adult learning organisations, critical to successful outreach work.

5. MOBILISING UNIVERSITY AND SCHOOL ALUMNI

5.1 University and school alumni are a dramatically under-used resource in providing information, advice and guidance, and systematic work in this area could leverage significant change. Underpinned by work with over 10,000 young people, research from Future First reveals the necessity for programmes which connect professionals with school pupils: 45% of pupils on Free School Meals do not have contact with anyone undertaking a job that they would like to do.³³ School alumni can play a critical role here, since they can readily relate to pupils, especially at KS4 when pupils’ plans for the future are firmly taking shape.³⁴

5.2 Alumni can contribute to the employability and professional success of pupils through mentoring, by offering structured placements, providing support during application and interview processes and by facilitating

³³ www.futurefirst.org.uk/social-mobility-careers-report.pdf

³⁴ www.jrf.org.uk/sites/files/jrf/young-people-education-attitudes-summary.pdf

pupils' access to the types of professional networks more affluent pupils might have established through family links.³⁵ **A nationally coordinated online facility for connecting university/school alumni and pupils, and standardised marketing and guidance materials would stimulate activity in this area.**³⁶ There are risks associated with an initiative of this nature: professional outreach is important in encouraging social mobility, but should be focused on building transferable skills rather than providing specific information on educational progression and career advice.

5.3 Policy initiatives to mobilise school alumni could have a significant impact on this area, at minimal financial cost, and add value to existing initiatives. **While formal careers talks or workshops from alumni can support disadvantaged pupils, a number of universities have demonstrated that promoting informal online and phone contact is often preferred by undergraduate students, is more flexible in its delivery, is scalable, and has the potential to develop into something more significant—including placements, consulting on job applications, and introductions to other professional contacts. With the correct safeguarding in place to protect younger students, initiatives to extend this approach to work with school pupils should form a key part of an integrated HEIAG offer.**

6. CONCLUDING PRINCIPLES

6.1 IAG should be considered in terms of its constituent parts. Of the three elements, information is currently the best served. The range of information sources is expanding, and the higher education sector is becoming more transparent. The greatest difficulty is the broad and disparate nature of provision, its sheer volume, and the lack of quality control, particularly over web-based material. If learners find their way to an apparently relevant information source, they may have little means of verifying its accuracy or contextualising it, and in some instances would need professional help to interpret it. There is a risk that this situation is exacerbated by the proliferation of user-generated reviews and online forums, which can help in clarifying thoughts but must be viewed as subjective and considered alongside sources that are more dependable.

6.2 Advice—tailored information on specific issues—is available from a range of sources. University outreach programmes can provide effective advice on specific aspects of the application process. UCAS makes considerable provision in this area, and many third sector organisations, online providers and schools themselves are in a position to meet this need. The issues here are quality, accuracy and timeliness. In addition, it can be difficult for those outside the education system to access advice.

6.3 The provision of guidance is where there is the greatest shortfall. Good guidance requires a combination of context and expertise, and as such cannot be offered ad-hoc or peripatetically. A three-fold approach is required to address the deficit: maximising the coverage of the scarce resources which exist in the short term; a programme for training additional professionals in the medium term; and a strategy for their deployment within and outside formal education settings. **A blend of IAG is critical for those learners who are considering higher education, and prospective applicants should make use of all elements before making decisions about their future. Achieving the right mix is critical and the Bridge Group aims to take a leading role in supporting the development of a blended approach that will work for stakeholders, applicants and their families.**

6.4 IAG should focus on trajectory as well as destination, and seek to widen aspirations at numerous transition points. Effective IAG involves multiple interventions (from within and without the school staff) over a number of years, starting at a young age, with progress recorded at a regional or even national level to avoid omission and duplication

6.5 Furthermore, IAG needs to be impartial, and delivered independently, free from the influence of personal experience and/or marketing pressures, utilising a proactive rather than reactive model of engagement. Those who are accessibly placed to provide IAG are not necessarily the best equipped: while many teachers and others can provide IAG, the difficulty of their remaining up to date on key issues, and of allocating sufficient time in the context of competing pressures means that students also need access to a professional careers adviser

6.6 High quality IAG ensures all individuals are able to make informed choices. It therefore needs to be delivered in a personalised form, blending methods of communication, with face to face recognised as a crucial element of engagement

6.7 In summary, based on their experience in schools, further and higher education institutions, third sector organisations and as employers, Bridge Group Associates are unanimous in their concern that the careers guidance currently available to many young people, and particularly to those in the least advantaged circumstances, is limited in extent and effectiveness and lacks coherence, with particular regard to supporting progression to and through higher education. The Bridge Group is keen to do

³⁵ Programmes such as Realising Opportunities (<http://www.realisingopportunities.ac.uk/access-to-professions>) are utilising professions in this way as part of their Access to the Professions work. Realising Opportunities (RO) aims to give their students enhanced access and information about professions and careers. It will be introducing e-mentors from the professions in 2012. This mentors will follow a structured programme with an identified student to give them information and guidance about their profession.

³⁶ This could logically build on the “career insight” and “enterprise” talks which the Inspiring the Future programme aims to facilitate between individual volunteer employees and schools. www.inspiringthefuture.org

whatever it can to support the Education Select Committee and any other relevant body or agency to address this situation as a matter of urgency.

October 2012

Written evidence submitted by CITB-ConstructionSkills

1. EXECUTIVE SUMMARY

1.1 The Construction and Built Environment sector requires a continuous supply of quality people to remain competitive, yet it has traditionally struggled to position itself as a “career for all” and the workforce is not currently representative of the wider population. There is a need to match supply and demand of new recruits to the sector. Local CIAG provision should therefore accurately reflect local industry needs as articulated in labour market intelligence. As a result we believe that the provision of accurate CIAG can best be achieved through schools closely cooperating with industry, Higher Education and Further Education. The development of effective partnerships between education and industry would support the provision of accurate and up to date CIAG for young people and help to overcome traditional stereotypes. We would also welcome the further development of occupational information within schools which helps young people and their parents/carers to understand the full range of career and progression options available to them, including more detailed information on specific course structures prior to enrolment.

2. INTRODUCTION

2.1 CITB-ConstructionSkills is a partner in ConstructionSkills, the Sector Skills Council for Construction. ConstructionSkills works to reduce skills shortages, improve business performance and improve learning for apprenticeships, higher and further education. It is a partnership between three organisations—CITB-ConstructionSkills, CIC (Construction Industry Council) and CITB-ConstructionSkills Northern Ireland.

2.2 The Construction and Built Environment sector has traditionally struggled to overcome industry stereotypes and raise awareness/understanding of the wide range of careers which it offers among prospective future entrants and their influencers. There is a need to match supply and demand of new recruits to the sector so the current and future skills requirements, as articulated in the Construction Skills Network (CSN) forecasts and other labour market intelligence, are met.

2.3 CITB-ConstructionSkills aims to support the recruitment and retention of individuals from diverse backgrounds to the sector. In addition to a national network of careers-related staff, we support the provision of accurate and up to date Careers Information Advice and Guidance (CIAG) through access to Construction Ambassadors (industry representatives who are available to assist with careers presentations and activities), online and other resources, the delivery of in-house briefings and events for teachers and careers practitioners about the sector among other support. This work is overseen by our Recruitment, Careers and Lifelong Learning Working Group which drives the direction for recruitment and careers activity across the sector.

3. The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty

3.1 Schools have a key responsibility in terms of preparing young people for their later lives. In many cases this will hopefully be employment whether a young person chooses to start work at 16 or after higher/further education. As reported by many employers, a key objective for schools must therefore be to ensure that students are “**work ready**”. It is also important that students leave school **aware that learning will be ongoing** throughout their professional lives so they can continually develop their knowledge and **adapt to a continually changing working environment** and ultimately global economy. This is particularly important for entry to the construction sector which is facing significant changes in processes.

3.2 There is therefore a need within schools to **expand student awareness of the wide variety of different occupations and their progression options** in a manner which **avoids reinforcing stereotypes and encourages students to consider the full range of training options**—including alternatives to full-time Higher Education. While this may be appropriate for some, it is unfortunate that in recent years feedback shows that other students have started a full-time higher education course without giving it full consideration. In some such cases, alternative course structures may have been better suited to the individual’s personal learning style. Alternatives include apprenticeships, part-time study, HNCs/HNDs among others.

3.3 To help young people make an informed choice, they should have a **clear understanding of the various elements that make up a particular training course**. In the construction sector for example, employers often report that young people would benefit from having a better understanding of how an apprenticeship is structured before they start. One employer recently reported “*I am interviewing school leavers and full-time students on construction programmes and without exception none of them have any idea about how apprenticeships work. They are unaware that without an NVQ they cannot progress in the industry.*”

3.4 It is therefore essential that schools and colleges explain the process thoroughly. It is currently disappointing for all involved (apprentice, employer and college) when a young person feels they must leave

their apprenticeship before completion as it is not what they expected. This could potentially lead to a young person becoming NEET and can be easily avoided through accurate and appropriate CIAG. There is also a role here for colleges to be much more **transparent about their offer** and ensure that young people are aware of limitations before they enrol.

3.5 With this in mind, it is disappointing that a young person's access to CIAG is often **lost within the wider remit of Personal, Social, Health and Environment (PSHE) education and/or covered by form tutors**. There also seems to be a **reliance in some schools on online careers programmes** which generate a list of potential careers for an individual to consider based on inputting information about their likes and dislikes. Some such programmes do not adequately and appropriately cover the wide variety of career options offered by specific sectors such as Construction and the Built Environment.

3.6 It had been hoped that the Statutory Guidance which was published in April 2012 would state that schools could not fulfil their duty simply by relying on in-house support or by signposting to a website. However this is not the case and a school must only state that such signposting is “the most suitable support for young people to make successful transitions”.

3.7 While some schools provide an excellent and balanced service, **schools also have targets to reach and/or feel more confident about providing information about some options over others**. This may often impact on the CIAG which they provide. In one instance known to CITB-ConstructionSkills, a student was forced to strongly defend his choice of subjects (chosen in preparation for a specific career) as this conflicted with the school's desire for all students to follow the English Baccalaureate subjects. This is supported by research undertaken Edge, an independent education foundation. Edge found that the **option to start a vocational course had not been discussed with a third of students and that 77% of the A' level students they surveyed were discouraged from pursuing vocational path. Almost 25% of the students felt their school was more concerned with sending students to university than focussing on what was right for the individual**.

3.8 There is also evidence currently that **many schools with Sixth Forms promote and direct students to their own provision at 16** rather than thinking about the interests of the individual and making them aware of the full range of options. This is reinforced by an Ofsted report which notes that, “*The information, advice and guidance given were not always sufficiently impartial about the options open to young people at the age of 16, for example where secondary schools had their own sixth forms*”. There is a strong **concern that this trend could be further enhanced when the participation age is increased**. This is not helped as there is still a strong misconception among the general public that Raising the Participation Age means physically staying in school until the age of 18.

3.9 Feedback also suggests that **parents/carers do not feel very informed about the type of CIAG which they should be able to expect from their child's school**. Feedback from parents and carers suggests that they would sometimes like to be more involved with CIAG. Involving parents/carers with CIAG would also help to ensure that **young people are not deterred from entering a specific career by the perpetuation of traditional industry stereotypes by family members**.

4. THE EXTENT OF FACE-TO-FACE GUIDANCE OFFERED TO YOUNG PEOPLE

4.1 CITB-ConstructionSkills firmly believes that all young people need face-to-face careers guidance and is concerned that this is not offered to them via the new National Careers Service or guaranteed under the current proposals for careers guidance for young people. As schools are now responsible for CIAG for young people, we are concerned about the option for schools to make arrangements for careers guidance which in their opinion fits the needs and circumstances of their students. They are also only asked to “*work, as appropriate, in partnership with external and expert providers*”.

4.2 In addition, we believe that **industry has a key role to play in supporting young people's access to up to date and accurate sector information**. Ultimately the final destination for many young people is employment whether this be post GCSE, A' level, apprenticeship, degree or other qualification. Following the recent recession, **employability is currently a key factor in the minds of many students and their parents/carers** when selecting qualifications and training. Active engagement with industry at all stages would ensure that CIAG is fit for purpose and meet both student and industry needs. Regular engagement with industry would also assist schools in providing CIAG as it is unrealistic to expect them to have a comprehensive knowledge of all sectors.

4.3 **CIAG provision in schools should be supported by a comprehensive programme of Work Related Learning (WRL)** which enables young people to understand why and how education is important for their future career. It enhances academic education and provides young people with an improved understanding of the world around them, in particular the “world of work”. It is an opportunity for young people to “learn by doing” and enables them to better relate specific subjects to career options eg the relevance and importance of Mathematics to many careers in Construction and the Built Environment. This ensures that young people have access to the most up to date and accurate information about career and progression options to help them to consider their learning options, make an informed choice about their future and ultimately maximise their employment potential. Young people can better understand and appreciate the changing nature of employment if they receive such information from people already in industry.

4.4 In the Construction and Built Environment sector options for WRL include site visits, industry taster days, industry simulation activities, work experience, mock interviews, mentoring, project support, speed networking, curriculum support, carousel activity events and Health and Safety workshops among others. It is important to maintain a **wide variety of WRL activity types as different approaches to WRL engage different learners** and ensure that the opportunity to gain an insight into industry is accessible to all young people.

4.5 If they are appropriately promoted, it is hoped that the new University Technical Colleges (UTCs) will address some of these issues as the links between education and business will be strengthened. However UTCs need to be appropriately marketed to again ensure that students can make an informed choice; if not they could simply encourage a system where less academic students are pointed towards a UTC as they are seen as an opportunity to remove them from places of education which are perceived to be “more results focussed”.

5. *At what age should careers guidance be provided to young people?*

5.1 CITB-ConstructionSkills believes that ongoing and impartial CIAG is essential from the **earliest possible age** if young people are to maximise their potential and be empowered to develop the confidence and career management skills to plan their career development on an ongoing basis. **Clear and structured CIAG should certainly commence by Year 9** at the latest although **some careers interventions should ideally begin earlier with active involvement from the local business community** to open young peoples’ minds to the different alternatives. This will help to avoid young people following a path for example purely because their parents have followed this. It will help to remove barriers to personal achievement and progression which may result from prejudice, stereotypes and discrimination and raise aspirations. Currently, many young people who apply to study Quantity Surveying or Civil Engineering at University have a parent or other relative etc who is in that career. Likewise at careers fairs young people employed in the construction trades often limit their choices to these areas.

6. THE ROLE OF LOCAL AUTHORITIES IN CAREERS GUIDANCE FOR YOUNG PEOPLE

6.1 CITB-ConstructionSkills supports the role of local authorities in the provision of careers guidance for young people. However local CIAG provision should accurately reflect local industry needs across the different sectors. **An appropriate balance of sector interests should be achieved which is informed by industry labour market intelligence.** An example of this is the annual Construction Skills Network (CSN) reports which ConstructionSkills produces. The CSN predicts the future skills and training requirements of the UK construction industry. The annual forecasts are based on analysis of national capacity, productivity and skills data. As well as a national report, a series of area reports are published across the UK.

6.2 This is supported by a recent Local Government Association (LGA) survey that mapped the number of people currently in training against employment opportunities in different sectors. This clearly identified a startling mismatch in some sectors. According to the findings 123,000 people, including 44,000 16—18 year olds, were trained last year and there were around 275,000 advertised vacancies in construction. However over 94,000 trainees took hair and beauty courses last year despite there being just 18,000 vacancies advertised in the sector. Similarly, more than double the number of people were trained to work in hospitality, sport and leisure than there were jobs advertised in these fields.

7. THE LINK BETWEEN CAREERS GUIDANCE AND THE CHOICES YOUNG PEOPLE MAKE ON LEAVING SCHOOL

7.1 In our view the most important aspect of CIAG is providing young people with the ability to make an informed decision about their future which is not unduly influenced in any specific direction by the personal opinion of teachers, careers advisers, parents/carers or peers. It should give them the **ability to make their own decisions based on accurate and up to date information about a full range of opportunities which is underpinned by labour market intelligence.** Careers guidance should:

- Ensure individuals are challenged to raise their aspirations and fulfil their employment potential
- Show the variety of progression opportunities in the sector and promote lifelong learning
- Challenge traditional stereotypes and remove barriers to personal achievement and progression which may result from prejudice, stereotypes and discrimination
- Act in the best interests of the learner at all times
- Empower learners to develop the confidence and career management skills to plan/manage their future career development on an ongoing basis
- Signpost to further information where appropriate

7.2 Feedback from construction employers shows that this is not always unfortunately the case and that many young people who contact them have very little idea about where a career in construction can lead. There is a concern that encouraging a young person to apply for an NVQ in a particular occupation means that some careers practitioners/teachers feel they have finished their job. However there needs to be much **more emphasis on longer term career paths** in sectors such as construction. This includes supervisory or other progression opportunities.

8. THE OVERALL COHERENCE OF THE CAREERS GUIDANCE OFFERED TO YOUNG PEOPLE

8.1 According to the Inspection Framework which was published in April 2012, inspectors must consider the extent to which pupils have gained “... a well-informed understanding of the options and challenges facing them as they move through school and on to the next stage of the education and training”. However the procedures for drawing such conclusions are unclear. CITB-ConstructionSkills believes that **CIAG should provide comprehensive information about all options in a common format to enable young people (and their parents/carers) to compare the options available to them.** This should ideally include common statistics and clearly state the cost of training/progression options, the availability of funding, employability, labour market demand and opportunities for qualification/career progression.

9. RECOMMENDATIONS FOR ACTION

9.1 CITB-ConstructionSkills would welcome the opportunity to develop effective partnerships between education and industry in order to support the provision of accurate and up to date CIAG for young people. We would also welcome an opportunity to support the:

- Further development of occupational information within schools to expand young people’s awareness of options available
- Delivery of an appropriate balance of sector information through local CIAG provision which is informed by industry labour market intelligence.
- Further development of CIAG which highlights the alternatives to full-time Higher Education
- Provision of more detailed information on qualification/course structures prior to a young person starting training
- Increased emphasis on longer term career paths
- Increased engagement with industry to avoid the reinforcement of sector stereotypes and ensure that young people can access a wide range of WRL activities
- Further development of clear CIAG standards for schools which ensure young people have access to impartial information about a wide range of careers and progression options
- Further involvement of parents/carers with CIAG in schools
- Development of a framework which outlines what schools should provide

October 2012

Written evidence submitted by Education for Engineering (E4E)

ABOUT E4E

1. Education for Engineering (E4E) is the body through which the engineering profession offers coordinated advice on education and skills policy to UK Government and the devolved Assemblies. It deals with all aspects of learning that underpin engineering. It is hosted by The Royal Academy of Engineering with membership drawn from the professional engineering community including all 36 Professional Engineering Institutions, Engineering Council and EngineeringUK.

E4E SUBMISSION

2. The engineering community has deep concerns that careers guidance provision for young people is wholly inadequate. We are concerned that, with the removal of statutory duty for schools to provide careers education and the provision of impartial careers guidance to come from school budgets without any additional resources provided by government, the situation is likely to get worse. This is set against a bewildering array of choices, qualifications and vocational routes for young people and without any government strategy for skills to meet the future needs of the economy. Our concern is echoed by the majority of CBI members, of which 72% believe that careers advice needs to be improved.³⁷

3. The engineering community has a particular interest in high quality, professional and impartial careers guidance in schools as we are concerned that future demand for a workforce with Science, Engineering and Technology skills will not be met.

4. The IET, the UK’s largest Professional Engineering Institution reported in its 2012 Skills Survey³⁸ that more engineering companies are experiencing difficulty in recruiting engineers compared with 2011, yet more companies are looking to expand their engineering workforce. The CBI in its most recent skills survey³⁹ also reported that 42% of its members cannot currently meet their demand for people with science, technology, engineering and maths (STEM) skills. It highlighted that an even greater proportion of its members (45%) think the situation will get worse in the next three years.

³⁷ Learning to Grow: CBI Skills Survey 2012. www.cbi.org.uk

³⁸ Engineering and Technology Skills and Demand in Industry Annual Survey 2012. www.iet.org

³⁹ Op Cit www.cbi.org.uk

5. The Royal Academy of Engineering has undertaken an analysis UKCES data⁴⁰ and Labour Force Survey data. It finds that by 2020 the UK economy will require over 1.2million people with Science, Engineering, Technology (SET) skills working across all sectors. Some 820,000 of these will be SET professionals and around 450,000 will be associate professionals. We are concerned that this demand will not be met and that the current apparent lack of widespread awareness about careers for people with science, engineering and technology skills will exacerbate the situation.

6. We also have deep concerns around the perceptions of engineers and engineering careers. Engineering also suffers from gendered role stereotyping and there is anecdotal evidence that some schools are perpetuating this attitude. The Institution of Civil Engineers reports that a major civil engineering design consultancy was not allowed to promote its apprenticeships at a girls' comprehensive local to its HQ, because the school felt that parents would not wish their daughters to work in construction. The UK has the lowest proportion of women working in engineering across the whole of Europe.

7. Yet engineering provides many opportunities and offers multiple pathways for progression. Pupils can follow the academic route of A levels and undergraduate engineering degree course or there is a very well-trodden and highly valued *vocational* route, beginning with achieving vocational qualifications in a post-16 education institution at level 3. Furthermore, the Apprenticeship path (Advanced and, increasingly, Higher) is highly valued and can lead to registration as an Engineering Technician, and, at higher levels to Incorporated Engineer and Chartered Engineer status.

8. E4E strongly believes that Professional Independent careers advisors are crucial to preventing these attitudes and misconceptions continuing and providing young people with informed choices. We believe particularly that any business or organisation offering careers advice provision to schools and colleges should have at least one advisor with specialist knowledge of science, engineering and technology careers and sectors.

9. We welcome the introduction of the matrix standard, but we believe that those offering careers advice should be *required* to meet the standard rather than use it as a model of best practice and those offering independent Careers IAG should be regulated and robustly monitored and inspected by an appropriate body.

10. We supported the proposal by the DfE to extend careers IAG downwards to year 8 and upwards to post-16 provision in its recent consultation. There is evidence that shows a year 8 dip where appetite for the "hard" sciences and maths decreases in young people.⁴¹ We believe that Careers education and Careers Information, Advice and guidance should begin in year 8. It is from here, and in particular, at critical points along the academic pathway, that we need well-informed careers advisers in schools able to inspire and inform young people about careers in science, technology, engineering and mathematics (STEM) areas.

11. There is a need for impartial advice for young people who are considering a move to a University Technical College. This initiative is based on an ability for young people and their parents/carers to make an informed decision in year 8 about changing from their current secondary school.

12. Subject choices for key stage 4 at the end of year 9 are another crucial milestone. We believe that impartial IAG from a career guidance professional is necessary to enable pupils to make informed choices about which subjects to take at year 10.

13. For STEM careers it is vital that students achieve well in maths and science pre-16 and obtain the relevant A level or equivalent Level 3 qualifications post-16 in order to pursue STEM subjects at HE or enter directly into employment in a SET role. For engineering specifically, the emphasis, in general, is on combinations of maths and science qualifications.

14. E4E recently published research on combinations of qualifications taken at Key Stage 4.⁴² We found that across England 18% or nearly one in five young people were not entered for two sciences (GCSE and equivalent) and mathematics GCSE. This is a minimum requirement for progression in many science, engineering and technology roles. Our analysis also showed that there was significant variation between different regions of England and in some areas one in four pupils were not entered for two science qualifications combined with mathematics. We also found that only 50% of the cohort achieved A*-C grades in two science GCSEs (or equivalent qualifications) and A*-C in mathematics GCSE.

15. Young people may be largely unaware of the fact that by not choosing these subjects they are limiting their options at a later point. It is therefore even more crucial that young people are persuaded to achieve in the "transferable basics" and keep their options open for as long as possible.

16. We are also strongly of the view that impartial careers advice should be given to those who are considering Post 16 training options at the end of year 9, including Apprenticeships and further education providers. Research by the Association of Colleges⁴³ has shown that schools are unwilling to allow external educational institutions to present alternative pathways and opportunities for school children.

⁴⁰ Working Futures 2010–2020: Evidence Report 41, December 2011.

⁴¹ INCA: Dips in performance and motivation: A purely English perception? www.inca.org.uk/pdf/Final_Dip_Report.pdf

⁴² Opportunity or Ability? Key Stage 4 science and mathematics participation and attainment in England 2010 http://www.educationforengineering.org.uk/reports/pdf/E4E_Opportunity_and_Ability.pdf

⁴³ <http://www.aoc.co.uk/en/research/aoc-surveys-and-research/information-advice-and-guidance-ia-g.cfm>

17. There is also evidence of clear malpractice by schools. For example a Midlands school with a new sixth form has announced (falsely) to its year 11s that a nearby college was closing and that they should not apply to it. Schools with sixth forms also routinely refuse to provide references for pupils applying to FE or sixth form colleges, and repeatedly re-interview pupils who have applied to FE or sixth form colleges to encourage them not to take up those places. The Committee should therefore urgently address the issue of how impartial careers guidance can be ensured against a backdrop of competitive funding for post-16 students.

18. As regards A Level choices, we are also concerned about the perverse incentives brought about by A Level performance tables and the impact on guidance. The relative difficulty of STEM A levels is well known, and reported on by the CEM Centre at the University of Durham.⁴⁴ In an educational climate where schools and colleges are incentivised by performance tables to maximise high grades at A level, students are encouraged by teachers to opt for subjects where it is easier to obtain high grades, ignoring the greater returns that STEM A Levels choices, even with more modest grade achievement, would provide.

19. This behaviour is unacceptable. We strongly recommend the Committee examine how this situation can be improved. We do not believe that the sort of snapshot inspection that OFSTED can carry out would be adequate as it cannot guarantee ethical practice over an academic year.

20. High levels of unemployment, competition for places in Apprenticeships and at HE and the implementation of university tuition fees have resulted in young people and their parents seeking more detailed information about options post 16. Good information is available online however young people will require face to face detailed professional and impartial advice in order to support them with informed subject choices for further and higher education, training Apprenticeships and other employed options post 18.

21. It is also important that pupils should not be treated as if in isolation. Research shows that it is parents/carers (particularly mothers) who influence “career” choices.⁴⁵ It is therefore vital that they are as well informed as possible about the advantages and disadvantages of a range of pathways.

22. However, we would like to draw attention to the fact that in schools, often the first point of contact for students about careers education is with their teachers. Therefore we think that the *informal* advice offered by the STEM teaching workforce is as important as *formal* independent and professional careers advice. Our concern for improving the informal advice provided by teachers is borne out of a recent EngineeringUK study which found that one fifth of teachers who responded said they would actively *discourage* pupils from engineering as a career.⁴⁶

23. Yet it is rare to find STEM teachers who have left the academic environment and have any proper understanding of engineering or broader science, engineering and technology careers. Ideally, STEM teachers (as should all teachers) should have undertaken a career outside education for a number of years before going into schools. However, as this is an unlikely situation we believe that STEM teachers should be provided with CPD that includes periods spent in companies/organisations where their subject is applied, together with regular training to update both their knowledge of key employment sectors and their expertise in conveying careers advice/information. Completion of such CPD might result in higher earnings potential.

24. We believe it is vital that all secondary STEM teachers must have an honours degree in the subject they intend to teach, or have a degree in a cognate discipline plus a masters level qualification in the subject they teach. In addition we would like to see that outstanding STEM teachers, as assessed by criteria that include their knowledge of STEM careers, would be able to qualify for additional salary and could be recognised within the awards systems of the professional bodies.

25. Finally, we would like to see a system introduced whereby each secondary convenes a careers panel of local and regional employers, with representatives of a selection of the STEM (and other) professions. Companies represented should be invited, indeed *expected*, to offer visits and placements for school students and teaching staff. We also believe the STEM Ambassador programme could be expanded such that each secondary student has the opportunity to meet and talk with a range of well-trained young ambassadors of various disciplines, backgrounds, genders and ethnicities over their secondary career (3–4 per year in the key “decision” years).

October 2012

⁴⁴ <http://score-education.org/media/3194/relativedifficulty.pdf>

⁴⁵ <http://dera.ioe.ac.uk/11076/1/DCSF-RR152.pdf>

⁴⁶ The 2011 Engineers and Engineering Brand Monitor. www.engineeringuk.com

Written evidence submitted by Prince's Trust

1. The Prince's Trust welcomes this opportunity to respond to the Education Select Committee inquiry into careers guidance. Our response is decidedly short because we are not a direct provider of information, advice and guidance (IAG) in schools. However, we do feel able to comment on some of the questions raised because we often hear the opinion of our client group on their experiences of the system as it currently exists.

2. This year The Prince's Trust will support 55,000 of the most disadvantaged young people aged 13 to 30 move into employment, education or volunteering. Last year three in four of our young people went on to achieve this goal. We find that amongst these young people there is a real appetite for careers guidance, precisely because they feel it is hard to come by.

3. Last month our survey of staff, delivery partners and volunteers⁴⁷—which has 559 responses to date—showed that only 5.3% think that careers IAG is currently effective or very effective, compared to 68.9% who believe it is ineffective or very ineffective. Although some might find this unsurprising because our staff work with young unemployed people every day, this does illustrate that those in our target groups—care leavers, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET—do not appear to be receiving the necessary guidance.

4. When we surveyed our young people on which areas they would like The Prince's Trust to provide more support, the most common answer from 26 options was “information and advice on jobs, training, employment and careers”. This further exemplifies the desire and need for greater provision. It may be worth mentioning that The Prince's Trust looked into meeting the new National Careers Service standards for offering guidance, but found that it would require a great deal of added resource. Instead, we opted to continue to deliver IAG informally but consistently. We will now briefly comment on a few of the issues the Committee has raised.

THE EXTENT OF FACE-TO-FACE GUIDANCE OFFERED TO YOUNG PEOPLE

5. The Prince's Trust also provides the Secretariat to the All-Party Parliamentary Group on Social Mobility, and much of the academic and anecdotal evidence the group has heard concludes that careers information by itself is not sufficient for many without guidance. Merely putting information out into the public domain without the guidance to interpret that information only goes to confuse students who need support, and advantages students who are already advantaged. One witness⁴⁸ argued that we have had proliferation of information and advice in recent years, but that guidance is the really discriminating factor. Face-to-face guidance is therefore crucial to enabling social mobility.

6. We are concerned that there will be a gap in face-to-face guidance for 16–19 year olds—an age where we believe it is often most in need—especially as Raising the Participation Age (RPA) is being introduced. Recent research conducted by a group of our young people on our “Listen Up” project⁴⁹ looked into RPA and found that 48.5% of those in their community⁵⁰ were not aware that RPA was due to be introduced from September 2013, let alone what exactly it involves. As the Government is keen for RPA to be a success, it seems counter-intuitive not to put in place some kind of face-to-face guidance for this age-group.

WHAT AGE CAREERS GUIDANCE SHOULD BE PROVIDED TO YOUNG PEOPLE

7. Following on from the above, it is not easy to find an age where careers guidance is less important: our recent survey found that young people on our programmes appear eager for guidance no matter their age. Although it makes sense for careers guidance to be targeted earlier—indeed our young peoples' research recommended that there needs to be increased efforts pre-KS4 before GCSE options are chosen—young people are often more interested in and receptive to guidance once in their late-teens and twenties.

THE OVERALL COHERENCE OF THE CAREERS GUIDANCE OFFERED TO YOUNG PEOPLE

8. There does not seem to be a coherent offer at the moment, either in age or in geography. Although many of our staff had a high opinion of Connexions, we realise that in some areas it was deemed to be less successful than others. Since the Connexions service has been discontinued in many areas, the service is likely to be even patchier, with the email and telephone services from the National Careers Service being the only consistent service available for 16–19 year olds. It is unlikely that the most disengaged young people will be motivated, confident enough, or able to make use of this service. Although we recognise that there should be some IAG support for this group through the Youth Contract, this will be limited by geography and will vary from provider to provider.

9. As for those who are of school-age, it will remain to be seen whether schools will feel able to allocate a significant amount of funding towards careers advice for pupils at a time when school budgets may be under

⁴⁷ The Prince's Trust policy and strategy department runs an annual survey called Feedback from the Frontline. The figures quoted here are interim findings as the survey has not yet closed for responses.

⁴⁸ I have not named the witness because I do not have permission to re-quote them, but they are a senior figure at a leading UK university.

⁴⁹ Listen Up report, Raising the Participation Age, A young person's view, May 2012.

⁵⁰ The survey had a small sample, which took the views of the general public outside of a shopping centre and within a church group.

pressure. Whilst recognising this, the young people we tasked with looking at RPA and how it interacts with school career advice made several recommendations as to how schools should carry out their duty. These include: set guidelines to ensure that every pupil receives sufficient guidance; a mandatory number of hours for each young person to receive guidance; a set person in each school who is responsible for guidance; encouragement to bring in local businesses; long-term mentors for pupils who need additional support (ie looked after children); and a requirement to share best practice between schools.

10. Destination measures will hopefully incentivise schools to offer careers guidance to those disadvantaged students who need it most. Perhaps schools could be recommended to use pupil premium money for this purpose.

RECOMMENDATIONS

- Guidance should be put on an equal footing to Information and Advice, and this should be recognised in the Government’s social mobility strategy.
- The Government should consider an offer of face-to-face provision for 16 to 19 year olds, especially in the first few years as RPA is rolled out.
- Care leavers aged 18–25 should be a priority group for receiving face-to-face guidance. Young offenders, teenage parents, those with SEN and disabilities should also be prioritised.

October 2012

Written evidence submitted by The Careers Sector Stakeholders Alliance (CSSA)

1. THE CONTEXT

1.1. The Careers Sector Stakeholders Alliance (CSSA), a network of 30 national organisations with an interest in career guidance, welcomes the invitation by the Education Select Committee in the House of Commons for input to its inquiry into career guidance⁵¹ for young people, in the light of the new statutory duty on schools to secure access to independent and impartial careers guidance for their pupils in years 9–11 from September 2012.

1.2. This Briefing Note from the CSSA responds to the concerns outlined by the Education Select Committee, but also outlines some of the strategic challenges facing the careers sector given that there are one million young people not in employment, education or training (NEETs), and growing numbers of graduates are finding it more difficult to get work. Despite the efforts to reduce youth unemployment, concerns remain for the next generation of young people that will face extremely tough choices, not just at school in terms of their subject choices and further study choices, but also their career choices at a time when opportunities for work are limited and the medium-term projections for the economy are for stagnant growth and low levels of job creation.

1.3. There is much to support: the Government has issued a “practical guide for schools”⁵² alongside its statutory guidance to schools⁵³; it has established the National Careers Service⁵⁴ (albeit its face-to-face services are for adults only); it has created a National Careers Council⁵⁵ to provide oversight for the NCS and to provide advice to government on careers services more generally; it has promoted the Matrix Standard; it has supported the Careers Profession Alliance⁵⁶ in establishing a single professional body for careers advisers,⁵⁷ to be called the Career Development Institute; and it has supported Careers England in developing the Quality in Careers Standard.⁵⁸ But concerns remain about how career guidance provision for young people in schools and colleges will be funded, how quality in provision will be assured, and how schools will be supported to meet their statutory responsibilities.

2. WE RISK A POSTCODE LOTTERY

2.1. Preparations by schools for the new statutory duty need to be viewed in a broader context. There are concerns from head teacher bodies⁵⁹ that careers education programmes within schools are being weakened. The current statutory duty to provide careers education within the curriculum has been removed; funding for programmes like Aimhigher and Education Business Partnerships has been discontinued; and work experience

⁵¹ The reference in terminology to “career guidance” covers a wide range of activities: some are referenced specifically and others are covered more broadly under the general term “career guidance”. The CSSA is concerned about high-quality provision of all types of careers education, career advice and guidance, career information (including LMI data), work-based learning and work experience.

⁵² See <http://education.gov.uk/childrenandyoungpeople/youngpeople/participation/b00211910/independent-careers-guidance>

⁵³ See <http://education.gov.uk/aboutdfe/statutory/g00205755/statutory-guidance-for-schools-careers-guidance-for-young-people>

⁵⁴ See <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

⁵⁵ See <http://www.bis.gov.uk/policies/further-education-skills/national-careers-council>

⁵⁶ See <https://www.cparegister.org/>

⁵⁷ The CDI is not just for careers advisers; it will also cover practitioners involved in the delivery of careers development support.

⁵⁸ The Quality in Careers Standard is the national validation for England’s valued and respected CEIAG Quality Awards for schools and colleges. See <http://www.careersengland.org.uk/quality.php?page=introduction>

⁵⁹ ASCL (2011). *Careers Education, Information, Advice and Guidance (CEIAG) in Schools in England*. A briefing paper with ACEG, Careers England and ICG.

and work-related learning pre-16 seem likely to become much less common now that the requirement for schools to offer these opportunities has been withdrawn. There is a very significant risk of inconsistent careers provision across England, with school students suffering from a “post-code lottery” in relation to what they are likely to receive, depending on the resources and priorities of their particular school.

2.2. The rationale for many of these policies within DfE is the Government’s policies regarding school autonomy. Whilst there is strong evidence for school autonomy in terms of pupil attainment, there is no evidence whatsoever that it brings improvement to support for career choices and transitions. Indeed, the evidence is to the contrary.⁶⁰ International studies demonstrate that school-based guidance systems tend to have weak links with the labour market, to view educational choices as ends in themselves rather than as career choices (which they are), to lack impartiality (promoting their own provision rather than college- or work-based routes) and to be patchy in extent and quality. In two countries which abandoned the partnership model in favour of school commissioning (the Netherlands and New Zealand), the outcome was significant reductions and poorer quality in career guidance provision. This happened despite the transfer of funding to schools, whereas in England schools are being given the responsibility but not the funding. There are accordingly grounds for grave concern about the likely impact of these policies.

2.3. There is a risk that fragmented delivery will extend beyond schools. The shift from a partnership model towards a contract-supplier relationship means there is little incentive for collaboration. To compound confusion, some local authorities have retained an electronic prospectus and common application process; others have not. The CSSA encourages all schools, colleges and work-based learning providers to work together at a local level. This could reinforce partnership working between schools rather than them working in isolation from each other and local authorities. The concerns about the lack of cohesion at a local level are most especially felt for young people with special educational needs (SEN), those with learning difficulties and disabilities (LDD) and those not in education, employment or training (NEET). The cuts in funding and loss of specialist skills for these services means that provision is increasingly patchy, with the interactions between clients, families, and trained professionals less attuned to meeting the specialist needs that young people have.

3. SCHOOL PREPARATIONS FOR THE NEW DUTY

3.1. A report by ACEG⁶¹ on the emerging models in schools identified schools adopting two broadly different models of delivery. On the one hand, some schools are adopting *internally resourced models* based on one of the following approaches:

- employing a professionally qualified careers adviser;
- supporting a teacher, or a member of the non-teaching staff, to gain a recognised qualification in career guidance;
- giving the job of providing career guidance to someone who is not qualified or trained to do so.

3.2. On the other hand, some schools, in addition to their own activities, are adopting *commissioning-based models*, contracting with one or more of the following:

- individual careers advisers on a freelance basis;
- a wide range of social enterprises, some of which have evolved from the restructuring of, and redundancies from, the Connexions service;
- careers organisations—former Connexions partnerships and careers companies selling their services to schools.

3.3. Sometimes these involve consortium approaches involving collaboration between a number of schools. In addition, other players are moving into the market. Some Education Business Partnerships (EBPs) are adding to their portfolio of work with schools by entering the career guidance market. Some FE colleges and universities too are seeking to become more active providers of information and support to schools in their locality, to help students better understand the options for further and higher education.

3.4. Evidence from a survey of 238 schools by ICG⁶² during early-stage planning in late 2011 showed that:

- Just under half (49%) of schools were planning to buy in impartial career guidance services from external careers guidance providers, independent careers advisers, freelancers or others.
- Just over one third (34%) of schools were planning to use teachers and/or non-teaching staff to deliver career guidance.
- Eight% of schools were intending to do nothing, or simply to refer pupils to websites and other online services.
- One in three were still undecided.

3.5. An informal poll by Careers England confirmed these patterns and suggested that:

⁶⁰ Watts, A.G. (2011). *The Proposed Model for Career Guidance in England: Some Lessons from International Examples*. Paper prepared for the Department for Education and the Department for Business, Innovation and Skills.

⁶¹ ACEG (2012). *The ACEG Framework: a Framework for Careers and Work-Related Education*.

⁶² ICG (2012). *Facing Up to the Future: How Schools in England are Responding to New Responsibilities for Careers Information Advice and Guidance*.

- about a third of schools will buy in independent careers advisers (but spending much less money on this than previous Connexions provision);
- about a third will largely make their own internal arrangements, of varying quality;
- about a third will do little or nothing.

3.6. As yet, there is no comprehensive understanding of what schools are doing. For many, the key issue is the *level of resources* they will commit to securing quality services. The Practical Guide belatedly issued by DfE to schools will help governors and head teachers make the decisions that are needed, but we suspect that lack of resources will remain a key issue, with substantial numbers of schools either adopting low-quality school-based models, or simply referring students to websites and the NCS telephone helpline.⁶³

3.7. The CSSA is aware that some of its member organisations are looking to undertake a more comprehensive assessment of school plans for 2012 and beyond. It is also hoped that the thematic review by Ofsted in early 2013 will take account of how the statutory duty is being implemented. However, Ofsted has indicated⁶⁴ that it will not inspect against the statutory duty. Where schools are failing to meet the duty, there are seemingly no grounds for challenge and remedial action. This could potentially make a nonsense of the duty as outlined in the Education Act.

3.8. The CSSA strongly supports a careers sector ecosystem based on an all-age, all-stage approach to career IAG. This means that the system needs to be interconnected, that all the players play by the same quality rules and that the new National Careers Service expands its services to young people. As part of this ecosystem, schools can be best prepared to meet the new statutory duty by adopting the following three principles:

- ensuring that external service providers comply with the Matrix Standard for career guidance providers;
- ensuring that school staff and externally employed advisers comply with professional standards—Level 6 qualifications for all careers advisers;
- complying with appropriate quality standards—embedding the national Quality in Careers Standard for CEIAG quality awards in schools and colleges.

3.9. Although these principles are endorsed in the additional Practical Guide issued by DfE to schools, they are not mandatory; it remains for head teachers and school governors to decide what is best for their students. It is crucial that the Education Select Committee endorses these three principles in its recommendations: greater visibility for these fundamental principles and endorsement by the committee will contribute to schools better understanding their responsibilities for quality career guidance provision. The careers sector has demonstrated their commitment to these standards by championing Matrix, professional standards and QiCS. The CSSA is likewise working with stakeholders, especially employers, to support the quality of careers education, career IAG and work-related learning programmes within schools by promoting the aforementioned national quality standards.

4. THE VALUE OF FACE-TO-FACE SUPPORT

4.1. Given the complexity of the choices that young people face at age 14 and beyond, relating to the different routes and pathways into further and higher education and employment, access to face-to-face guidance is essential to complement the information and advice that is available online or through other sources. The CSSA believes that independent face-to-face career guidance is relevant and valuable for most if not all young people (though especially crucial for those from disadvantaged backgrounds or with special educational needs). The ICG survey shows that nearly all schools (98%) said that face-to-face guidance is “very important” or “quite important”. Nine out of 10 schools want a combination of face-to-face guidance, visiting speakers, access to websites and telephone helplines, but face-to-face guidance from an independent careers adviser remains the most popular choice.

5. EXTENDING THE AGE OF YOUNG PEOPLE RECEIVING CAREER GUIDANCE

5.1. The general tenor of submissions from CSSA members⁶⁵ in response to the DfE consultation on raising the participation age is that IAG support should be extended both upwards and downwards. Career IAG for all young people should be provided from Year 8 upwards. It is crucial that young people have access to information, advice and guidance about the subject choices they face at age 14, and about post-16 and post-18 qualifications and routes and pathways into further and higher education, apprenticeships, work-based learning and employment. Extending the entitlement to a wider range of age groups is highly desirable; however, additional funding would need to be provided to cover the costs of delivering the service.

6. THE CONTRIBUTION OF CAREERS EDUCATION AND GUIDANCE

6.1. Beyond the areas of interest identified by the Education Select Committee for its inquiry, the CSSA wishes to draw the attention of the committee to the wide range of evidence which demonstrates the impact of

⁶³ Watts, A.G. (2012). *Policy Commentary 17: Practical Guide for Schools on Securing Independent Careers Guidance*. Careers England.

⁶⁴ Speech by Karen Adriaanse, HMI to Advisers and Inspectors for Careers Education (AICE), London, 11 June 2012

⁶⁵ Submissions were made by AELP, AoC, ASCL, Careers England, City & Guilds, Pearson Think Tank, TUC and Unison.

careers education and guidance. Beyond the highly influential Milburn report⁶⁶ on access to the professions and the Wolf report⁶⁷ on vocational education, a number of reviews⁶⁸ have collated the evidence from almost two decades of research into the impact of careers education and guidance, particularly at key points of transition for young people. A literature review commissioned by CfBT⁶⁹ showed that: “...there is a reasonably strong case to be made that careers education, information, advice and guidance-related interventions can and do make a difference in terms of increased levels of personal confidence and self-esteem.” The links between career IAG and the choices young people make on leaving school are not easy to demonstrate, but these research reviews provide good evidence that:

- career IAG has an impact on career exploration and decision-making skills;
- career IAG has a positive impact on participation in learning;
- careers education and career IAG are associated with improvements in retention in full-time education and reduced course-switching;
- in-depth advice and guidance is positively associated with attitudinal work-related outcomes, including increased work satisfaction and confidence in gaining a desired job.

6.2. The role of careers education in complementing career IAG is strongly supported by this evidence. Initiatives involving employers and alumni have an important contribution to make, but should be part of a coherently managed careers programme, linked to the curriculum. A new research review by iCeGS and the Pearson Think Tank indicates that the most effective mode of delivery for careers work in schools is a curriculum-led approach, in which career is seen as an important focal point for learning, with a body of knowledge, skills and pedagogic approaches connected with it.⁷⁰ The need to help young people develop the necessary career management skills they are going to need to help them plan, manage and develop their careers throughout their lives is even more acutely relevant today, at a time when the job market is changing so rapidly and the economic climate is increasingly uncertain and difficult.

6.3. We encourage the Education Select Committee to reflect on these different sources of evidence about the contribution of careers education and IAG to the choices that young people make. Certainly, the evidence also shows that there are challenges with ensuring consistency in the quality of support provided and that the progress achieved to date is not sufficient. However, the careers sector is committed to ensuring that the career guidance needs of young people are met.

7. THE ACTIONS

7.1. The Careers Sector Stakeholders Alliance urges the Education Select Committee to ensure the following steps are taken:

- Reinforce the changes in policy introduced by Minister John Hayes by making recommendations about the importance of enforcing quality standards to make the market (in careers support for schools) work.
- Emphasise the development of a more sophisticated narrative by policy-makers on the positive role that career IAG can play in helping young people make more informed choices about their future options for further study, employment and career development.
- Support the Careers Profession Alliance and its work to establish a new professional body, the Career Development Institute, to champion the professionalisation of careers advisers.
- Emphasise the importance of improved co-ordination between employers, professional careers advisers and schools for greater employer involvement in careers education and guidance, so ensuring that businesses are able to recruit from a wider talent pool.

SIDEBAR 1—ACEG QUOTE

“We know that guidance is critical to helping young people make the right choices in education and training, that it helps reduce the number of young people that might otherwise become not engaged in employment, education or training (NEET) and that it raises aspirations, increases motivation and, thereby, results in higher levels of achievement.”

⁶⁶ Panel on Fair Access to the Professions (2009). *Unleashing Aspiration: the Final Report of the Panel on Fair Access to the Professions*.

⁶⁷ Wolf, A. (2011). *Review of Vocational Education—The Wolf Report*.

⁶⁸ EPPI (2004). *A Systematic Review of Recent Research (1988–2003) into the Impact of Careers Education and Guidance on Transitions from Key Stage 3 to Key Stage 4*. EPPI (2005). *A Systematic Literature Review of Research (1988–2004) into the Impact of Career Education and Guidance during Key Stage 4 on Young People's Transitions into Post-16 Opportunities*. See also Morris, M. (2000). *School Improvement: the Contribution of Careers Education and Guidance*. A Background Briefing Paper to accompany a talk given at the European Conference on Educational Research (ECER), Edinburgh, 20–23 September.

⁶⁹ Hughes, D. & Gratton, G (2009). *Literature Review of Research on the Impact of Careers and Guidance-Related Interventions*. CfBT

⁷⁰ Hooley, T., Marriott, J., Watts, A.G. & Coiffait, L. (2012). *Careers 2020: Options for Future Careers Work in English Schools*. Pearson & iCeGS.

SIDEBAR 2—A CONTINUOUS INTEGRATED PROGRAMME OF CAREER ACTIVITIES IN SCHOOLS

In a typical school setting, this could mean exposure to understanding the world of work in career-related learning programmes in Key Stage 2, including discussions of “what I want to be when I grow up” and “what I might need to do in order to get there”.

In Year 7, teachers can explore how their subjects open up pathways into different careers and offer different options for transition. More active interventions based on careers education and formal career guidance from Year 8 onwards can follow, alongside “taster” sessions from local colleges and universities, inspirational talks from alumni and employers, work experience, and career mentoring.

Responsibilities for the co-ordination and delivery of such programmes need to be clearly allocated to appropriately qualified school staff alongside independent career guidance practitioners.

SIDEBAR 3: A BRIDGE TO WORK

- The Education and Employers Task Force plans to recruit 100,000 people from all sectors and professions into schools and colleges to talk about their jobs and career routes.
- The Bridge Group plans to work with universities to mobilise support from university alumni in order to help students from non-traditional backgrounds better understand the world of work, provide student placement opportunities and gain access to graduate employment opportunities.
- The STEM Ambassadors programme run by STEMNET has a network of 27,000 volunteers who go into schools to provide insights to the work of STEM-related jobs.
- The Science Council has launched the Hidden Science Map to help teachers to link careers work to STEM employers in their communities.

SIDEBAR 4: A THREE-PRONGED APPROACH TO ENSURE QUALITY

- Firstly, every school should be encouraged to achieve a recognised CEIAG Quality Award for its internally provided programme of provision, which should be nationally validated against the overarching Quality in Careers Standard.
- Secondly, the externally-secured careers guidance should be procured from a provider which meets the Matrix Standard—this is required of all NCS providers already and should become a requirement for schools to adhere to.
- Thirdly, the deliverer of the externally-secured careers guidance should be a recognised professional with appropriate qualifications in career guidance as recommended by the Careers Profession Alliance (soon to be a single professional body for careers advisers called the Career Development Institute), and listed on the national Register of QCF Level 6 professional advisers.

Developed for the Careers Sector Stakeholders Alliance by Keith Herrmann and Prof Tony Watts

CAREERS SECTOR STAKEHOLDERS ALLIANCE

Convened under the auspices of the CIHE, the Careers Sector Stakeholders Alliance is a strategic leadership network of careers sector stakeholders. It aims to formulate a national strategic framework for careers information, advice and guidance (IAG) to address the issues of access, transparency, quality, equality, and continuity, and to identify areas where UK-wide co-ordination would be helpful.

CSSA MEMBERS:

Alliance of Sector Skills Councils
 Association for Careers Education and Guidance (ACEG)
 Association of Colleges (AoC)
 Association of Employment and Learning Providers (AELP)
 Association of Graduate Careers Advisory Services (AGCAS)
 Association of Graduate Recruiters (AGR)
 Association of School and College Leaders (ASCL)
 The Bridge Group
 British Chambers, Greater Manchester (BCCI)
 Careers England
 Careers Profession Alliance (CPA)
 Careers Wales Chief Executives Group
 City & Guilds

Council for Industry and Higher Education (CIHE)
Education and Employers Taskforce (EETF)
HECSU
Institute of Career Guidance (ICG)
International Centre for Guidance Studies (iCeGS)
Learning and Skills Improvement Service (LSIS)
National Association for Educational Guidance for Adults (NAEGA)
National Connexions Network
National Institute for Careers Education and Counselling (NICEC)
National Institute of Adult Continuing Education (NIACE)
Pearson Centre for Policy and Learning
Quality Assurance Agency (QAA)
The RSA
The Science Council
Tertiary Colleges Group
TUC
UCAS
Unison
Universities UK (UUK)
Warwick Institute for Employment Research
Chair: Sir Martin Harris

Convening Committee: Keith Herrmann (Convenor), Ian Borkett (TUC), Vivienne Brown (Scotland), Margaret Dane (AGCAS), Sarah Finnegan-Dehn (Careers Wales), Paul Holme (British Chambers Manchester), Prof. Tony Watts

October 2012

Written evidence submitted by National Institute of Adult Continuing Education (NIACE)

RESPONSE

1. Careers guidance for people under the age of 19 is seldom a priority for the National Institute of Adult Continuing Education (NIACE). This response is submitted however to urge the Committee to be mindful of the linkages which exist between careers guidance for young people and older people and to ensure that any recommendations it makes in respect of the former do not occur to the detriment of the latter. The committee also has an opportunity to make the case for a truly all-age system funded jointly by BIS and DfE.

2. NIACE applauds the clear commitment shown by both the Coalition and the previous administration to establishing a coherent, impartial, universal career guidance service for adults, (now in place through the National Careers Service). Recent Government support⁷¹ of a NIACE proposal for a “mid-life learning healthcheck” made by Minister Hayes in a recent debate on further education loans, confirmed this commitment. It demonstrates a welcome recognition that demographic, social, economic and technological changes mean that adults’ lives, and their interactions with the labour market, are complex, shifting and often unpredictable. Career guidance has an important role to play in equipping people with the skills and knowledge to navigate this terrain throughout their working lives.

3. NIACE shares the perception of many commentators that the recent reforms to young people’s career guidance will have the effect of reducing the volume and quality of service. The National Careers Service is intended to provide access to high quality guidance for everyone aged 13 and above. This should mean that there is a coherent, seamless service which supports people to make and act on decisions about learning and work across all the transition points into and throughout adulthood. Instead, most under-19s and all those under 18 are not guaranteed access to individual, in-depth support from a professional careers adviser, however complex and challenging their circumstances may be. Most worryingly, there is no guaranteed access at all to career guidance for those young adults who are outside the school system. Those young people who, by their circumstances, are most at risk of being excluded from educational and employment opportunities—such as

⁷¹ Hansard, 17 July 2012: Column 260WH

care leavers, lone parents and carers and those with disabilities and learning difficulties—are least likely to be in a position to access the support they need. While it is to be hoped that they will subsequently be picked up by adult services, it is clearly an ineffective and inefficient system which permits such gaps to exist in the first place. The cost to the public purse of young people making uninformed decisions before the age of 19 are felt throughout the adult lifecourse.

4. While acknowledging Ministers' commitment to deregulation, decentralisation and to pushing resourcing and decision-making to head teachers, NIACE is unconvinced that all schools currently have the capacity and capability to deliver improved and impartial levels of support.

5. NIACE urges the Committee to recommend that effective career guidance for all requires a service which is coherent and integrated across the life course, while at the same time being capable of recognising and responding to their different needs. Future developments should be about closing the gaps that currently exist both within and between young people's and adults services, and about building on the best of what is already in place.

6. The National Institute of Adult Continuing Education (NIACE) is an independent, non-governmental organisation and charity for lifelong learning. It is a membership body with corporate and individual members drawn from a range of places where adults learn: in further education colleges and universities, workplaces, local community settings, prisons and in their own homes through technology. The ends to which NIACE activities are directed can be summarised as being to secure more, different and better quality opportunities for adult learners in the UK. It is particularly concerned to advance the interests of those who have benefitted least from their initial education.

October 2012

Written evidence submitted by Cambridge Assessment

1. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate, a non-teaching department of the University of Cambridge. It is a not-for-profit organization formed from the examination boards established in the 1850s by the Universities of Oxford and Cambridge, The Royal Society for the Encouragement of Arts, Manufactures and Commerce, as well as various Midlands-based exam boards.

2. It was established to raise standards in education and its mission continues to be to promote educational excellence, and to leverage the University's societal impact by reaching out to a broader educational constituency than that which is accessed through the University's core undergraduate teaching and research activities.

3. The organization delivers the widest range of qualifications in the world, examines more than 8 million candidates a year and operates in over 160 countries. It employs over 1,800 staff, uses approximately 30,000 examiners and has a turnover of around £270 million, just under half of which is derived from its UK operations.

4. Additionally, the Group provides a range of educational services. These stretch from advising governments on major educational and curriculum reform programmes to teacher development to helping improve standards of taught English in state primary school systems overseas.

5. The Group also invests heavily in operational and theoretical research, supported by a total of 80 staff. This supports its core assessment activity, contributes to the development of understanding about the impact of assessment on education and has enabled us to contribute constructively to public discussion and policy debate about educational reform.

6. In this evidence we address the Committee's request that evidence should focus on, amongst other things, "the overall coherence of the careers guidance offered to young people". In this context the concept of returns to qualifications and related research have the potential to improve career guidance.

What are Returns to Qualifications?

7. In short, returns to qualifications estimate how much extra, on average, is earned by people with a particular qualification compared to people with similar demographic characteristics without the qualification.

8. In the UK there are thousands of qualifications of various types and at different levels. Different types of cognate qualifications can lead to the same job or programme of study. There are a number of different routes that can be used to access the same jobs and programmes of study.

9. Traditionally, the debate on returns to qualifications has focused on graduate and non-graduate qualifications. Such a debate is at best one dimensional and at worst misleading. For example, it does not consider increases in the underemployment of graduates or those doing jobs for which they are over qualified. It provides little help for learners trying to determine the relative value of a course of study. Neither does it help those for whom university is not an option nor a desirable outcome. It is an area of research that we are now beginning to explore. This is not a measure commonly used by either awarding bodies or regulators.

Why is this helpful?

10. Returns to qualifications analysis can cover a broad range of qualifications at different levels. It also allows “advice” to be framed in monetary terms rather than based on unfounded evidence or opinion. Further investigation may also prove the value of specific vocational qualifications over traditional academic qualifications which could lead to more accurate and detailed advice.

11. For example, Dearden et al. (2002) used the 1991 sweep of the National Child Development Study and the 1998 Labour Force Survey and found that the returns to vocational qualifications were more similar to those of academic qualifications when they controlled for time taken to gain the qualification. Length of time taken to gain a qualification is an important factor as vocational qualifications often take a shorter time to gain than academic qualifications.

12. Returns to qualifications analysis has yet to become a mainstream analytical method for providing more focused careers advice. This is something this Committee may wish to examine further.

How does returns to qualifications analysis work?

13. The types of returns to qualifications research that has been undertaken includes:

- Types of Qualification (Vocational vs. Academic) (Sianesi, 2003)
- Level of Qualification (Dickerson and Vignoles, 2007)
- Awarding Bodies (Edexcel vs. City and Guilds vs. RSA) (Conlon and Patrignani, 2010)
- Occupations (Sales vs. Machine Operators) (McIntosh and Garrett, 2009)
- Sectors (Automatic skills vs. Financial Services) (Dickerson and Vignoles, 2007)
- Qualifications in Different Years (Year vs. Year) (Silles, 2007)
- Progression Rate (Vocational vs. Academic) (Robinson, 1997)

14. Making young people aware of what qualifications could potentially earn them in financial terms, and the value employers place on them, may help them to make more informed choices. It may also help raise levels of ambition, engagement and expectation.

A LEVEL SUBJECT CHOICES

15. A research study carried out by Carmen L. Vidal Rodeiro of Cambridge Assessment investigated *A level subject choice in England: patterns of uptake and factors affecting subject preferences* (July 2007).

16. The research took place between January 2006 and October 2006 in 60 sixth forms in England and a total of 6597 students from varying social backgrounds, abilities and interests took part.

17. In her paper Vidal Rodeiro (2007) reached a number of conclusions relevant to discussions about careers advice and guidance. She found that:

- Perceptions of the importance of a subject were key factors in subject choice. The perceived importance of AS/A level subjects varied depending on the students’ gender, ethnicity and ability.
- Not all the students approached the decision-making in the same ways and their use of advice (and sources of advice) varied according to ability, social background and type of school attended. In general, family and teachers in the secondary schools were the main sources of advice.
- There was an impact of social class in the choices 16–19 year olds made. In many cases, students chose subjects that corresponded closely to their parents’ “position” in the economic and cultural hierarchy.
- Differences emerged in the choices that “white” and “non-white” students made, for example, “non-white” students seemed more likely to have opted for science or practical subjects.
- More students from lower social class backgrounds chose a subject because it was new and exciting, because it fitted well in their timetables or because they needed to choose another subject to make up the number of subjects they had decided to study, than students from the higher social class backgrounds.
- Schools made a difference to how students made their decisions.
- The majority of the students in sixth form colleges and FE/Tertiary colleges chose their subjects because of the value they attached to them regarding future jobs or careers. Figures were lower for the grammar and independent schools.

18. In addition, Vidal Rodeiro (2007) concluded that it was not the amount of information that students received which was not enough, but the timing that was wrong. Students were not being given careers advice at a sufficiently early age to allow them to make informed choices and they did not receive the full picture of the consequences of their subject choices.

19. Some of Vidal Rodeiro’s findings were echoed in more recently published research. Mehta et al. (2011), of Cambridge Assessment, found that a large majority of students chose A Level Economics because they

thought they would enjoy it. Thomas and Webber (2009) found that the decision to continue in education at 16 was strongly influenced by parental background.

20. Young people generally aspired to qualifications they believed offered the highest earning potential in the future (Swift and Fisher, 2012).

DISCUSSION AND IMPLICATIONS

21. Returns to qualifications analysis works retrospectively and indicates the monetary value that employers place on any particular qualification. That makes it a more independent measure of value than most other comparators, which are not independent of awarding bodies or the qualifications system (Greatorex, 2011). It is a valid comparator when comparing qualifications which are not cognate, as reported in McIntosh and Garrett (2009) and Dickerson and Vignoles (2007) but, it cannot be used to “promise” a future income.

22. It should be pointed out it is not a faultless approach. For example, qualifications and other variables do not necessarily cause returns to qualifications (Sianesi 2003). It is also difficult to factor in such variables as skills, knowledge, motivation, competence and productivity which invariably become simplified. When using returns to qualifications it is important to focus on general trends rather than exact figures because:

- The return to a given qualification varies when different surveys and comparator qualifications are used.
- Returns are averages for groups, not a precise figure for an individual.

23. This field of study is more widely understood within the Department for Education where it has been used to assess the value of vocational qualifications, such as in the Wolf (2011) review. However, it could potentially serve as a guide to “potential” future income and enable students to pick their way through the UK’s complex and ever expanding qualifications system with greater focus.

CONCLUSIONS

24. It has been argued that the focus of the education system, and policy, over recent years has been on funnelling a larger number of students through academic pathways irrespective of their suitability or any likely outcomes. Returns to qualifications analysis provides an alternative method for comparing different qualifications and paths to employment.

25. Given the extension of compulsory education to 18, the costs of higher education, the greater emphasis on employability and issues of social mobility, returns to qualifications analysis offers young people useful insights into the potential market value of the choices they make.

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October 2012

Written evidence submitted by vInspired

1. ABOUT vINSPIRED

vInspired is an independent charity dedicated to inspiring young people aged 14–25 to discover the value of volunteering—for themselves and for others. We use the power of on-line to inspire off-line actions. We offer an easy to access range of opportunities and support to get involved in the community helping good causes.

With growing recognition of the vital role that volunteering can play in supporting young people to build confidence, self-esteem and transferable skills, and with high levels of youth unemployment, vInspired is committed to developing new opportunities that respond to the needs of young.

2. SUMMARY

2.1. This submission focusses on the career advice young people receive to make choices at 16. Young people need access to impartial careers information advice and guidance and quality phone, on-line and face-to-face provision has to be available to young people both in an out of the education system.

2.2. Research demonstrates the effectiveness of volunteering in preparing young people for work and learning.⁷² We therefore have a particular interest in the role of careers guidance in presenting volunteering as a legitimate development/progression option for young people which our submission reflects.

3. THE LINK BETWEEN CAREERS GUIDANCE AND THE CHOICES YOUNG PEOPLE MAKE ON LEAVING SCHOOL

3.1. Young people's choices are influenced by careers advisors therefore advisors must be able to present young people with ALL the options available to them on leaving school that meet their individual needs.

3.2. Volunteering is one option young people can take post 16 to develop the skills, experience and competencies for work. However, volunteering is often not presented by careers advisors as a legitimate route into employment. A vInspired/CFE research report recommends that careers advisors should be promoting volunteering to young people to enhance employability and to complement skills based approaches to development.⁷³ It is particularly important with the introduction of raising the participation age that young people are made aware of the varied options available to them to continue in learning.

3.3. Young people's attitudes to volunteering can also be a barrier to their involvement therefore careers advisors should be equipped to communicate volunteering opportunities in a way which inspires young people and links volunteering to skills development, careers paths and experience needed for the labour market. Careers advisors therefore need better knowledge of the local volunteering opportunities and how those opportunities help to develop skills needed for the labour market. They also need to be able to match young people's goals and interests to those opportunities.⁷⁴

3.4. Voluntary sector can do more to work with advisors and provide opportunities which offer development and progression. Government departments also need to recognise the value of volunteering alongside work experience and other education and training routes, particularly structured volunteering with training that may lead to a recognised qualification.

3.5. For young adults in receipt of benefits such as Jobseekers Allowance, volunteering is sometimes presented by advisors as potentially jeopardising entitlement to benefits such as Jobseeker's Allowance.

⁷² Volunteering: Supporting Transitions, vInspired/Institute for Employment Studies, 2011 vinspired.org/resources/18

⁷³ The Road to Volunteering: Exploring the role of Jobcentre Plus and Information, Advice and Guidance advisors in promoting and signposting volunteering to young people aged 16–25, vInspired/CFE, 2011 vinspired.org/resources/26

⁷⁴ Ibid.

Incorrect or misguided advice from careers advisors negatively affects young people's perceptions of the value of volunteering.⁷⁵ DWP needs to effectively publicise the guidelines for volunteering while getting benefits so that advisors can provide accurate information.

4. THE OVERALL COHERENCE OF THE CAREERS GUIDANCE OFFERED TO YOUNG PEOPLE

4.1. At the age of 16 careers guidance becomes less coherent for young people, particularly if they are not in formal education or at risk of dropping out. The Department for Education needs to address lack of consistency in how local authorities meet the duty to provide targeted support to those at risk of not participating in post 16 learning. DfE can do so by strengthening the guidance to local authorities to ensure young people can access quality, impartial guidance and information wherever they live. Raising the participation age makes easy to access, impartial careers advice even more vital both pre and post 16.

4.2. Currently there is not one place where young people can find out about all the careers guidance available to them. The National Careers Service website includes a section for 13–18 year olds which tells them how to access phone and on-line support but does not signpost them to where they can access face-to-face advice in their local area as it does for people aged 19 and over. The consistency and coherence of face to face advice for people aged 19 and over must be made available to under 19s.

October 2012

Written evidence submitted by North Tyneside Youth Council

1. EXECUTIVE SUMMARY

Our Youth Council recently met to discuss our thoughts and ideas about how young people get support with their career and learning choices. In particular, we considered the help we that get from our Connexions service and careers advisers, from our schools and teachers, and from our friends and family, and discussed how well this prepares us for our future.

In brief, our recommendations include:

- More opportunities to meet face-face with careers advisers
- More work experience opportunities in the areas of work we are interested in
- Greater consistency of careers education activity across all schools
- More time to explore careers and subject choices from an earlier age

2. INTRODUCTION

We would like the Education Committee to be aware of our experiences as young people and to consider our recommendations for how careers guidance could be improved for people of our age. Our Youth Council members have quite different experiences and views about the careers help they have had—and not had in some cases. But we all feel that careers guidance for young people is an important issue and that there should be the right help and support available to us as and when we need it.

We have recorded below some of our individual and our collective experiences of careers education, advice and guidance, which we think shows how this varies from one school to another and between ages. But we have also tried to show what we think is useful and helpful in making decisions around career options and learning choices.

3. FACTUAL INFORMATION (Summary of the main Career Guidance issues raised in our Youth Council discussion)

Careers Information, Advice & Guidance

- Young people should be given more time for meetings with advisers and plans should be put in place around your skills that show a number of options to consider.
- One young person reported only having 2 meetings with a careers adviser in 2 years.
- It was also discussed that interviews with advisers work for some—but others felt there was little or no direction and they wanted more from their adviser. They want to come out (of the guidance interview/meeting) with more information and a plan, rather than feeling they have just gone in and told the adviser something that was not prepared and was unplanned. Schools should help to prepare for the interview; it would be better if there was time for more than one session with the adviser so that they got to know you better.
- Some in our group would like to know more about things like different degrees, rather than just about careers, and also want to be challenged more by advisers about the ideas they have.
- The young people felt that careers should be discussed all the way through high school rather than just in year 10 and 11.

⁷⁵ Ibid.

- The group commented that getting some guidance on where they can look themselves for information would be useful. An Internet based discussion forum for young people on careers was suggested. Though websites had been used for researching careers, no one could remember any particular ones.
- Careers should be standardised and everyone should receive the same entitlement to careers guidance and career learning.

Work Experience

- Work experience is difficult to get due to restrictions—which can mean lots of young people end up doing things they have no interest in.
- In terms of work experience, other things may work—such as talks and presentations from different people in school.
- One young person commented that in her school you choose your options for GCSES and then get work experience. It should be the other way around.
- One young person commented that he would really like work experience relating to the Military as that is his dream job, but this is not an option due to age restrictions.
- There should be more than just one chance to do a work placement—another placement during the 6 Form would be helpful.

Careers Education/Careers help in School

- Careers days were seen as more of a recruitment drive where employers tell you all the pros about their work but none of the cons.
- There is not enough help for young people on careers and the focus is more on economics rather than careers.
- One young person commented that subject teachers should be involved in your planning as they know your capabilities.
- A young person in the group who attends a special school commented that not enough time is spent on careers in her school.
- There is no consistency between schools on the guidance that they give to young people.
- Teachers give unofficial advice—but they don't have the depth of knowledge or much understanding of jobs other than their own.
- One young person felt that as long as you got GCSE in maths, English and science the others (subjects) didn't matter much later on once you are in higher education.
- Learning about careers should start from at least Year 7 upwards, but be stepped up in Years 10 and 11, and continue into Year 12 and above—for as long as you need it.

4. OUR RECOMMENDATIONS:

- (1) We would like young people to have more opportunities to have face-face meetings with professional advisers and to allow the adviser more time to get to know you over a longer period of time—not just during Year 10 or 11.
- (2) Work experience can be really helpful in deciding which subjects to take in support of career ideas but there is not enough range of work placements due to restrictions in what young people can see and do, where they can go and how often they can do it. Regular work experience and work tasters should be an entitlement for everyone and there should be more chances to learn about different types work in school from people who have the skills, knowledge and experience. This should be available both at age 14/15 and again at 16/17.
- (3) The help and support with making career choices varies from one school to another—in some there's lots done around careers and in others very little. We think there should be a consistent and standard approach for all schools.
- (4) Finding out about careers and about what subjects work best with your career ideas shouldn't just happen in Year 10 and 11. We think it should begin much sooner—from Year 7 at least so that we have the time to check out our ideas, to change our minds if we wish to and to see what other options there might be.

North Tyneside Youth Council:

Jade Hope—Young Mayor of North Tyneside

Scott Ideson—UK Youth Parliament representative

Rebecca Leighton—Young cabinet member for activities

Connor Peebles—Youth Councillor

Kate McGregor—Youth Councillor

Brigit Hobson—Youth Councillor and member of YDPN

Candy Carpenter—CiCC member

Katie Duncanson—CiCC member

Alan Gordon—CiCC member

October 2012

Written evidence submitted by The Work Foundation

EXECUTIVE SUMMARY

1. An integrated approach of careers education and careers guidance is increasingly important as school-to-work transitions become more challenging for young people.

2. The changes to careers education and careers guidance are of concern because they are likely to compromise the quality, and availability, of provision. Transferring the duty to secure independent and impartial careers advice from local authorities to schools without allocating any additional funding will jeopardise the provision of face-to-face guidance. Ambiguity within the Education Act 2011 may allow for schools to fulfil their duty by simply referring young people to the new National Careers Service (NCS) despite the fact that those under 19 will only be able to access an adviser online or by telephone, as opposed to face-to-face.

3. Face-to-face guidance is essential. It should be guaranteed for young people from a minimum of age 13. Ideally, if introduced by year 8 young people will have sufficient time to consult with an adviser before they make GCSE/Diploma choices that would affect their future educational choices and careers.

4. It is in our view that removing the statutory requirement to provide careers education will risk negatively impacting upon a young person's ability to make informed choices and transition successfully between school and further training/work. Careers education prepares young people for school-to-work transitions by equipping them with career management skills and a basic understanding of pathways that careers guidance advisers can later build on.

5. There is a strong link between careers guidance and the choices young people make upon leaving school, particularly if employers are involved in provision. The evidence suggests that the inclusion of employers in the provision of careers guidance has a profound and positive impact upon a young person's confidence, the likelihood of whether they are NEET or non-NEET, and their future earnings. Employers, as well as third sector organisations, should play a more central role in the provision of careers guidance.

INTRODUCTION TO THE WORK FOUNDATION

6. The Work Foundation aims to be the leading authority on work and its future. The Missing Million programme is currently underway at The Work Foundation, and is a two year, solutions-focused project with the aim of increasing the employment prospects of young people in the UK. It will answer the question of what measures can be taken in the immediate term to address the problem of youth unemployment, as well as how the UK can move to a longer-term model with lower levels of youth unemployment.

7. In the first year, The Work Foundation will produce a set of reports that consider the growing structural unemployment problem, the employer's role, international lessons and solutions at a local level. A series of "policy snapshots" will also be produced, stemming from and elaborating on issues raised in the main Missing Million research reports.

PURPOSE OF CAREERS EDUCATION AND CAREERS GUIDANCE

8. Careers education and careers guidance is increasingly important in smoothing the transition between education and work. Economic, social and institutional change has meant that pathways into work have become increasingly complex for young people. The diversity, and number, of options available to a young person pursuing a route into either higher education/further education or work can be daunting.

9. A strong and integrated system of careers education and careers guidance can help smooth this transition enabling young people to make informed choices about their futures.

10. Careers education should be introduced as early as primary school, as it has proven to raise aspirations and in tandem, academic achievement.⁷⁶ If delivered well, careers education can help form the confidence and decision-making abilities young people need later on in life. It also prepares young people for school-to-work transitions by equipping them with career management skills and a basic understanding of pathways that careers guidance advisers can later build on.

11. When young people reach the point where they need to make decisions about their future, careers guidance can be used as a tool for clarifying options and understanding the steps that must be taken to pursue

⁷⁶ Hooley, T., Marriott, J., and Sampson, Jr., J.P. (2011) *Fostering college and career readiness: How career development activities in schools impact on graduation rates' and students' life success*. Derby: International Centre for Guidance Studies

a particular career. If provided by year 8, any misconceptions about the world of work can be cleared up before young people begin to choose their courses and progress towards a career goal. Advisors can do this by discussing specific labour market information (LMI) that young people may otherwise not find easy to access or interpret.

12. Employers are also able to benefit from the delivery of quality careers education and guidance. If young people are given insight into the labour market and the needs of employers it will enable them to pursue the right skills for work. Not only will this make them more desirable to employers, but it could help employers minimise problems of skills shortages.

EXTENT OF FACE-TO-FACE GUIDANCE OFFERED TO YOUNG PEOPLE

13. The Work Foundation is concerned that placing schools under a duty to secure independent and impartial careers advice without allotting any additional funding will jeopardise the provision of face-to-face guidance. The ambiguity within the Education Act 2011 may allow for schools to fulfil their obligations by simply referring young people to the new National Careers Service (NCS) in spite of the fact that those under 19 will only be able to access an adviser online, or by telephone, rather than face-to-face.

14. Face-to-face guidance is favoured by young people over all other sources of guidance because they feel better served by personalised support. It is thus especially worrying that face-to-face guidance may not be equally accessible to all young people. Access to face-to-face guidance should be guaranteed from a minimum of age 13.

MINIMUM AGE THAT CAREERS GUIDANCE SHOULD BE PROVIDED TO YOUNG PEOPLE

15. Year 9 is too late for the first formal interaction between young people and advisers. By the time of their interview with an adviser young people will already have started making GCSE/Diploma choices that would affect their future educational choices and careers.⁷⁷

16. Introducing independent, impartial careers guidance ideally by year 8 will complement and build upon Careers Education. Careers advisers can provide specific labour market information (LMI) setting out careers options and pathways in a way that young people can understand and engage with. If young people have a foundation of careers education from an early age they will find it easier, and have the confidence, to use and interpret the guidance they receive, which is why it is essential that the two are offered as an integrated approach.

LINK BETWEEN GUIDANCE AND CHOICES YOUNG PEOPLE MAKE ON LEAVING SCHOOL

17. There is a strong link between careers guidance and the choices young people make upon leaving school, particularly if employers are included in provision. The positive impact employers can have is identified in emerging evidence from Britain, which finds that statistically significant positive relationships exist between the number of employer contacts that a young person (between the ages of 14–19) has and: their level of confidence in progressing towards their goals; the likelihood of whether they are NEET or non-NEET; and, their future earnings.⁷⁸ Results from the research also revealed that the 7% who recalled four or more employer-related activities while at school were five times less likely to be NEET and earned, on average, 16% more than peers who recalled no activities.⁷⁹ Meaningful exposure to the workplace can facilitate the development of skills and allow young people to better understand what employers expect.⁸⁰

18. As part of The Work Foundation's Missing Million programme of research on youth unemployment, Sissons and Jones have shown that young people are increasingly struggling to make the initial transition from education into sustained work.⁸¹ They found that on leaving education, some 48% of NEETs have no experience of paid work; this figure has increased from 41% in 2001. Sissons and Jones conclude that the lack of substantive work experience represents a significant barrier to work and highlights a real need for sustained support for young people in taking the initial, and most challenging, step into employment. Quality careers education and guidance is thus of the utmost importance for young people as it can smooth transitions into employment or higher education, and as highlighted above, is more likely to do so if employers are engaged.

OVERALL COHERENCE OF CAREERS GUIDANCE OFFERED

19. The overall coherence of the careers guidance offered to young people will likely be compromised by the removal of the statutory requirement for local authorities to deliver a universal careers service for young people. Although the Education Act of 2011 stipulates that schools are now responsible for securing independent and impartial careers advice, schools have not been given any additional funding to do so.

⁷⁷ Hibbert, T. (September 2010). *Face-to-face: What young people think about information, advice and guidance*. Leicester: National Youth Agency.

⁷⁸ Mann, A. (2012) *It's who you meet: Why employer contacts at school make a difference to the employment prospects of young adults*. London: Education and Employers Taskforce.

⁷⁹ Ibid.

⁸⁰ (2010) *Learning for jobs: Synthesis Report of the OECD Review of Vocational Education and Training*. Paris: OECD.

⁸¹ Sissons, P. and Jones, K. (2012) *Lost in transition? The changing labour market and young people not in employment, education or training*. London: The Work Foundation.

Ambiguity within the Act may allow schools to fulfil their duty by simply referring young people to the new National Careers Service (NCS), which will mean that young people under 19 will only be able to access an adviser online or by telephone, rather than face-to-face. Schools which are unable to free up the resources to invest in careers education and/or careers guidance are more likely to rely on the NCS in spite of its limited services for those under 19.

20. The ability of schools to contract external services for careers guidance is constrained by funding. While some local authorities have managed to retain Connexions services in their area and are in a position to continue offering provision, schools may not find it financially feasible. The availability and quality of careers guidance will vary depending on the school and what is prioritised by the administration.

21. However, for schools which are able to commission services there is a risk that the quality will still be impaired because of a lack of national standards. Also, given that schools may not be able to pay much for services there are concerns that the career support market will not be very competitive and, consequently, the offer weak. National standards must be introduced to address any issues that could arise.

22. The other most pressing concern is the removal of the statutory guidance for schools to provide careers education. The removal of careers education risks negatively impacting upon a young person's ability to make informed choices and transition successfully between school and training/work. As careers experts have pointed out, careers education "supports the decision making process and development of career management skills that cannot be achieved in a 'one-off' careers guidance interview."⁸² The duty of provision should thus be reinstated and, moreover, strengthened by a statutory programme of careers education to ensure that provision is of a consistent quality across the country.

23. The coherence of guidance could also be improved if employers and the third sector played a more pivotal role in designing and developing the guidance young people receive. The third sector can also play a part by offering additional support. For example, organisations that bring together volunteers for alumni visits or mentor young people can make a difference in young people's willingness to seek careers advice. A combined effort from schools, employers and the third sector will have the greatest impact on smoothing transitions between school, further education or work reducing the likelihood of young people becoming NEET and ensuring that all young people make informed choices about future pathways.

RECOMMENDATIONS FOR ACTION

24. Create a statutory programme of careers education. A planned programme should be implemented from primary school onwards to ensure that young people can understand and later apply impartial careers guidance as they transition from school to further training/work.

25. Guarantee access to face-to-face guidance for 13–19 year olds. Face-to-face guidance can reduce the chance of a young person becoming NEET by allowing them to engage in a dialogue about their future and inspiring them to take appropriate steps in realising their career aspirations.

26. Engage employers and the third sector in the provision of careers guidance for greater coherence. There are different ways in which employers and the third sector can play a part in delivering in careers guidance provision, including through enterprise activities, curriculum-linked workplace visits and talks, or alumni mentoring for example. This type of collaboration can strengthen the overall quality of provision.

October 2012

Written evidence submitted by NASUWT

The NASUWT's submission sets out the Union's views on the key issues identified by the Committee in the terms of reference for the Inquiry. This evidence draws on the experiences and views of the Union serving teachers and school leaders.

EXECUTIVE SUMMARY

The provision of good quality, impartial careers information and guidance is essential, providing an important instrument for ensuring equality of opportunity for all students.

To allow schools to offer only the careers advice that they deem to be appropriate will result in a narrowing of options, access to professional careers advice will be subject to unacceptable degrees of variation and the entitlement of young people to this provision will be undermined and reduced to a post-code lottery.

The need for an independent, external careers service is imperative and it is necessary that all learners have access to these services that are high-quality, effective and proactive in their responses to meet the requirements of young people.

⁸² Barr, S., Chubb, P., and Higginbotham, S. (2011) *Careers education, information, advice and guidance (CEIAG) in schools in England*. England: ACEG; ACSL; Careers England, and The Institute of Careers Guidance.

The resource implications for ensuring that all students are able to receive the information, advice and guidance (IAG) at times and in formats that reflect their needs is a critical issue to be addressed.

The most effective and valuable IAG is that delivered on a one-to-one basis by an appropriately trained professional careers adviser with whom the young person concerned has had the opportunity to develop a constructive and trusting relationship.

Work-related learning, including careers-related IAG must be regarded as a core educational entitlement for all pupils.

The current Department for Education proposals on extending the provision of Careers advice to reinstate Year 8 and to include Year 12

and 13 are necessary given the rapid and wide-ranging changes to the education system. However, the NASUWT believes this does not go far enough.

The removal of the duty on local authorities to provide universal services for young people to encourage, enable or assist them to engage and remain in education or training is a retrograde step. The NASUWT believes that it should be reinstated as a part of the duty on local authorities set out in section 507B of the Education Act 2006 regarding the wellbeing of 13 to 19 year olds.

Part of the local authority remit should be to plan and have a strategic overview of the services for young people in order to “reduce duplication between different services, reduce costs, and deliver a more coordinated and coherent offer of support”.

Learners need direct access to advisory services without gatekeepers that restrict and constrain the availability of career guidance in both content, time and expertise. Students, especially the more vulnerable ones, need continuity of support, sometimes over several years.

Schools are the right vehicle through which the IAG can be delivered. Careers guidance providers and schools should work in partnership for the benefit of the young people.

Careers education is an essential element of the curriculum throughout all phases. The Union is concerned that the current narrowing of curriculum will impact negatively on the provision of IAG.

1. The NASUWT believes that the provision of good quality, impartial careers information, advice and guidance (IAG) is essential, providing an important instrument for ensuring equality of opportunity for all young people.

CURRENT POLITICAL CONTEXT

2. The Education Act 2011 removed the duty on schools to provide careers education to pupils between the ages of 11 and 16 and instead

3. introduced a lesser duty on schools to secure access to independent and impartial careers advice on areas that the school deems to be appropriate to 14–16 year olds.⁸³ The NASUWT asserts that to allow schools to offer only the careers advice that they deem to be appropriate will result in a narrowing of options, and access to professional careers advice will be subject to unacceptable variation dependent on the school’s priorities and individual preferences and prejudices of headteachers and governing bodies.

4. Impartial careers IAG is important, but believes that there is a distinction between that and guidance offered to each young person confidentially and independent from their school and the careers education programme that each school provides. Secondary schools are the appropriate vehicle through which young people will be provided with a programme of careers education, appropriate information, and up-to-date reference materials related to career options as well as access to external careers advisers to provide careers IAG to pupils.

5. Good quality careers education, often delivered through personal, social and health education (PSHE), can be a very important source of information for students, but this is not the same as specifically tailored careers IAG. Schools can be the gateway to accessing the facilities and the external providers that will enable students to have a range of options. It is important to ensure that these roles continue to be discrete. This should prevent schools feeling pressured to take on roles and responsibilities that would be best served by organisations that are at “arms-length” from the school, such as Connexions-type organisations.

6. There is an obvious role for qualified teachers within the overall context of careers education to be able, on the basis of informed professional input, to advise about their subject specialism. However, as a result of

7. the changing nature of the requirements of further and higher education and employment, alongside the rapid changes in education policy, the changing opportunities for work experience, employment and apprenticeships nationally and locally and the funding and benefit systems for young people, schools will have to use the expertise of others who are able to provide information and advice about the full range of options.

⁸³ “...the period between „the school year in which they reach the age of 14 until they have ceased to be of compulsory school age”. Education Bill 2011, Explanatory Notes, para.157.

8. International evidence from studies by the Organisation for Economic Cooperation and Development (2004)⁸⁴ and (2008)⁸⁵ shows that when career guidance is provided by schools it can be too remote from the labour market, too personal and too linked to the self-interest of particular institutions.

9. Although careers IAG should be impartial, the NASUWT believes that it will create tensions. Pressures may be generated in schools that lead to impartiality being compromised, for example, within collaborative partnerships of schools, when course viability is the key to funding or when pupil numbers are key to the viability of school provision. This is recognised in a report by the OECD.⁸⁶

10. The need for an independent, external careers service is imperative and it is necessary that all learners have access to these services and that these external services must be high-quality, effective and proactive in their responses to meet the requirements of young people. Careers education and careers IAG should be empowering, reflecting the needs of the learner and be comprehensive, allowing all young people the full range of opportunities available.

11. (See Ev w189)

12. Opportunities should be provided to allow students to self-manage their learning and understands the motivational aspects of giving students informed choices. Aspiration to succeed is a key component for engagement in schools, nonetheless, the resource implications for ensuring that all students are able to receive the IAG at times and in formats that reflect their needs is a critical issue to be addressed before such a programme is implemented.

13. The most effective careers education programmes often involve the use of external speakers to motivate students and allow them to discover the range of experiences that key professionals have to offer. However, funding will be the key to ensuring that the programmes are both high quality and stimulating. The best value for funding will be a cause for consideration due to the potential loss of economy of scale that was previously provided by local authority provision and administration.

14. Career guidance has a crucial role in challenging traditional stereotyping and occupational segregation which is of critical importance, particularly in the context of social mobility. It is essential that all education provision challenges stereotypes and encourages students to consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socioeconomic background. However, it is not only students who need to consider these issues. Those providing advice must have such issues at the forefront of their thinking.

15. Access to professional careers advice will be dependent on the resources and priorities placed on it by schools, with vulnerable young people suffering most from the withdrawal of services, such as Connexions. This is a new cost to schools without the necessary additional funding. The funding must be provided to meet the costs associated with using external sources of delivery and CPD. Furthermore, to ensure good value for limited funds and high-quality

16. services, the DfE must establish a system of quality assurance to vet external providers.

FACE-TO-FACE GUIDANCE

17. The provision of face-to-face guidance for all pupils has reduced since the changes in the role of Connexions to concentrate on the pupils most at risk. It has been replaced increasingly by IT resources which, although they have a role to play and are relatively cheap to provide, are not a substitute for effective IAG.

18. The OECD reported that the most effective IAG is that delivered on a one-to-one basis by an appropriately trained professional careers adviser with whom the young person concerned has had the opportunity to develop a constructive and trusting relationship. Research by Whiston, Sexton and Lasoff (1998)⁸⁷ has shown that individual face-to-face guidance has the greatest impact, followed by group counselling and classroom interventions. Computer-delivered interventions and other counsellor-free approaches are the least effective.

19. Whilst it is true that face-to-face sessions are more expensive than other channels, evidence suggests that they are frequently more inspirational; hence they represent good value for money compared to the cost, for example, of undergraduate and apprenticeship drop out.⁸⁸

20. This combination of styles of delivery is possible through partnership working between schools and Connexions-type services. The main obstacle is funding. Money that was being used to provide a careers

⁸⁴ OECD (2004), *Career Guidance: a handbook for policy makers*. <http://www.oecd.org/education/educationeconomyandsociety/34060761.pdf>. (Retrieved 7 Aug 2012).

⁸⁵ OECD (2008), *OECD reviews of vocational education and training Learning for Jobs*. OECD <http://www.oecd.org/education/highereducationandadultlearning/47955326.pdf>. (Retrieved 7 Aug 2012).

⁸⁶ OECD (2004), *Is Career Guidance Up To The Challenge?—Career Guidance and Public Policy: Bridging the Gap*, OECD.

⁸⁷ Hughes, D. & Gratton, G. (2009), *Careers and guidance-related interventions: evidence and impact*. CfBT Education Trust and OECD (2004), *Is Career Guidance Up To The Challenge?* Op. cit.

⁸⁸ Careers England (2011), *Looking to the Future. The Impact of Career Guidance in England Evidence and an Analysis based upon a Careers England Membership Survey*. <http://www.agcas.org.uk/assets/download?file=2890&parent=1100>. (Retrieved 7 Aug 2012).

service has not been passed on to schools to enable them to meet the new duty. This will mean that young people who are not entitled to

21. face-to-face careers guidance through the proposed National Careers Service will be directed to a website or offered advice on the telephone.

THE AGE AT WHICH CAREERS GUIDANCE SHOULD BE PROVIDED TO YOUNG PEOPLE

22. The development of policy in this area must be underpinned by recognition of the fact that high-quality, independent and impartial careers IAG, as well as work-related learning (WRL), is essential to the future wellbeing of young people and of the society of which they will become adult members. WRL, including careers-related IAG is most properly regarded as a core educational entitlement for all pupils.

23. The current Department for Education's (DfE's) proposals to reinstate the provision of IAG to Year 8 and extend provision to Year 12 and 13, especially in view of the raised participation age (RPA), are necessary given the rapid and wide-ranging changes, some of which are mentioned above, but more specifically; careers advice for Year 8 pupils is increasingly important given the large-scale changes to the education system such as:

- the choice of qualifications is increasingly being made during of Y8 rather than the more traditional Y9;
- the proposals following the Expert Panel's report on the National Curriculum review include a two year KS3 and a three year KS4;
- the changes to the types of qualifications; and
- the broadening range of schools that are available, for example the University Technology Colleges (UTCs) and Further Education (FE) colleges that are allowed to take pupils for full-time courses from the age of 14 and possible new specialist providers as mentioned in the Henley Reviews of Music and Cultural Education.

24. The changes to qualifications and education providers mentioned above also apply to Y12 and Y13 pupils. This is alongside the policy of

25. RPA that brings with it a more complex range of options about which young people need to have clear and informed advice so they will not breach their duty to participate and changes to the post-16 curriculum due to new programmes of study being linked to funding. Colleges are required to respond to the requests of students but also need to ensure the DfE considers the offer to be coherent in order to be funded. Therefore, students need to understand what would be considered a coherent offer and which provider is best placed to meet their requirements.

26. Although welcome, the revised provision does not go far enough. Children should be engaged in career education from as early an age as KS1 and KS2, including projects examining what work is, tackling stereotyping, and helping children to understand the influences that can inform their futures, providing a firm basis and coherent curriculum on which to base decisions in later key stages.

THE ROLE OF LOCAL AUTHORITIES IN IAG FOR YOUNG PEOPLE

27. Since May 2010, local-level IAG services, such as Connexions, have declined significantly or disappeared entirely as a result of substantial, ongoing reductions in public expenditure. Once the National Careers Service is established, the duty on local authorities to provide universal services for young people to encourage, enable or assist them to engage and remain in education or training will be removed. Until then an Early Intervention Grant will be available that will aim to help local authorities to support vulnerable young people to engage in education and training, intervening early with those who are at risk of disengagement. It will also seek to support transitional arrangements so that young people have access to impartial careers guidance in advance of the changes to the provision of careers services taking effect. This demonstrates that the DfE recognises the additional expense involved and this additional funding should continue to support schools and to enable local authorities to play a strategic role in the provision of IAG.

28. This involvement should be seen as a part of the duty on local authorities set out in section 507B of the Education Act 2006 "*to secure sufficient educational ... activities for the improvement of the wellbeing of 13 to 19 year olds*". Part of the local government remit should be to plan and have a strategic overview of the services for young people in order to "*reduce duplication between different services, reduce costs, and deliver a more coordinated and coherent offer of support*".⁸⁹ Children's services must be a critical priority in order to ensure that all young people have the best possible access to the full range of support upon which their wellbeing, in the widest sense, depends.

29. Genuinely independent careers advice should operate free from the control of schools. This is impossible in the service/provider model that is likely to emerge from the current proposals in which schools commission services from external organisations. The tensions between the independence of IAG providers and the potential influence of schools that are paying for services would be avoided if there were to be a third disinterested party, such as the local authority, to organise and co-ordinate the delivery of the service to all young people,

⁸⁹ HM Government (2011) *Positive for Youth*. <http://media.education.gov.uk/assets/files/positive%20for%20youth.pdf>. (Retrieved 07 Aug 2012).

regardless of the status of the school. This would help to maintain an economy of scale that will otherwise be lost.

30. Local authorities should be enabled to play a role in ensuring that the provision is of a high quality and is effectively delivered.

THE EFFECTIVENESS OF TARGETED GUIDANCE AND SUPPORT OFFERED TO SPECIFIC GROUPS

31. Following the Learning and Skills Act 2000, the then Careers Service was replaced by Connexions. The Connexions service provided access to a skilled professional with whom the student could develop a trusting relationship and who could guide them, while understanding their

32. family circumstances and any personal barriers to progress and achievement.

33. The formation of Connexions was originally envisaged as a multi-disciplinary organisation intended to provide careers advice as one of a suite of areas for help for young people aged from 13 to 25. However, the additional areas were met through partnership working rather than Connexions offering the services. Although it has typically worked closely with many other services, particularly those within local government, such as the Young Offenders Team (YOT), Teenage Pregnancy Workers, Children's Services, Housing Associations and Job Centres, there have been issues around the funding of those services that have inevitably impacted on the service to young people. Connexions has been subject to continuing changes leading to it becoming increasingly focused on the delivery of targeted services to those who were described as most in need of help.

34. The future of Connexions and the services that it delivers is no longer clear. It seems likely that if Connexions is retained it will be a local decision and that there is likely to be considerable local divergence around branding and delivery. This is an essential area of service that must be maintained for the sake not only of young people but also for the benefit of the wider community and economy.

THE LINK BETWEEN CAREERS GUIDANCE AND THE CHOICES YOUNG PEOPLE MAKE ON LEAVING SCHOOL

35. Genuinely independent IAG should operate free from the control of schools.

36. Many of the proposals for 16–19 programmes of study reform are predicated on the scope available to learners to make free and informed choices based on their personal interests, needs and ambitions. For learners to be provided with a meaningful choice of education and training options, the IAG available cannot be provided

37. on the service/provider basis envisaged by the DfE, neither can such a system address the educational “churn” referred to in the Wolf Report,⁹⁰ in which young people who lack effective sources of support change between courses and programmes in a largely unplanned and arbitrary way.

THE OVERALL COHERENCE OF CAREERS GUIDANCE OFFERED TO YOUNG PEOPLE

38. A review by Killeen and Kidd (1991) of 40 studies divided the learning outcomes from career guidance into six main categories:

- attitudinal factors which facilitate rational decision-making;
- self-awareness;
- opportunity-awareness;
- decision-making skills;
- transition skills (including job-search skills and interview skills);
- certainty of decision.⁹¹

39. Not all career guidance leads to immediate decisions. Career decision-making is a highly personal process that may take place over many years. Independent professional advice, informed by the labour market and free of conflicts of interest, is a key underpinning principle of practitioner training and ethical codes.

40. Learners need direct access to advisory services without gatekeepers that constrict the availability of career guidance in both time and expertise. Students, especially the most vulnerable, need continuity of support, sometimes over several years.⁹²

41. The process of decision-making about learning and work choices is different from simply gathering information and it can be more difficult for people nowadays because with increasing opportunity pathways and barriers comes increasing complexity of the process.

42. To develop students' career self-management and career decision-making skills, an approach based upon personal interviews is not enough. It needs to be supplemented by a developmental approach, embedded in the curriculum and with a strong experiential component and need to involve community members. They have

⁹⁰ Wolf, A. (2011), *Review of Vocational Education: The Wolf Report*, DfE <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00031-2011>. (Retrieved 7 Aug 2012).

⁹¹ OECD (2004), *Is Career Guidance Up To The Challenge?* Op. cit.

⁹² Careers England (2011), *Looking to the Future*. Op. cit.

significant implications for the organisation of the whole school, the curriculum, resource allocation and teachers' skills.

43. Schools are the appropriate and most equitable vehicle through which the IAG can be delivered as part of the curriculum. Careers guidance providers and schools should work in partnership for the benefit of the young people because, in a marketised system, it is increasingly difficult for a school to provide independent and impartial advice. Schools should not be able to censor the nature of the IAG being given to the pupils.

44. Research has shown that WRL, which includes careers education, is valued across the board at school, college, university and employment level and the OECD says that it has critical importance and should be incorporated into the curriculum throughout schooling for all students.⁹³ The Deputy Prime Minister Nick Clegg's strategy document (2011),⁹⁴ referred to the importance of WRL and work experience to young people not in education, employment or training (NEETs).

45. WRL is an important part of education across the curriculum and is key to preparing young people for their future careers, enabling them to

46. develop the skills to make a positive contribution to the economy. WRL programmes provided by schools include a wide range of activities that link to the Quality and Curriculum Authority (QCA), 2003 framework⁹⁵ where it is defined as "*planned activities that use the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work*".

47. The common assumption that the key career-related decisions are made at the end of compulsory schooling might have had some validity when the end of compulsory education represented the main point of transition from school to the labour market, or from school to very specific occupational preparation. However this is less and less the case in nearly all OECD countries. In the context of lifelong learning, the case for starting in primary school is strong.⁹⁶

48. Career education is an essential element of all children's curriculum from the start of their education. It is important that high-quality, effective provision does not fall victim to the current narrowing of the curriculum.

October 2012

Written evidence submitted by City of York Council

1. We welcome the select committee's inquiry into this issue which has been a source of significant discussion and debate as schools prepare to take on their new statutory duties in September 2012. Our submission is informed by our active engagement with this debate and by insightful and incisive feedback from young people.

2. The paramount purpose of careers guidance secured by schools is to ensure that young people develop clear understanding and knowledge of the full range of options available to them so that they are able to make informed choices. Guidance should be of a high quality and impartial. This means that its delivery should be well planned and an integral part of a young person's school programme. The staff involved should include specialists able to deliver more in-depth one to one support. The City of York Council (CYC) has continued to prioritise support for schools' delivery of their duties in this area by maintaining a team of appropriately qualified careers professionals, despite budget pressures, to help ensure that all young people are able to access high quality impartial advice, guidance and support.

3. Eight out of ten secondary schools in York have commissioned additional capacity from the CYC team which has guaranteed that they are able to fulfil their statutory duty and that the quality of the support received by the majority of young people in the city can be assured. The remaining two have chosen to make other arrangements and we have drawn their attention to the relevant guidance on fulfilling their statutory duties. However, there remains a need to develop a robust national framework to ensure that all provision commissioned by all schools is of a high quality so that all young people receive the support and guidance they need and deserve.

4. CYC supports the extension of the statutory duty down to Year 8 and up to Year 13. Further, it believes that careers education and guidance should be available throughout the period of a young person's engagement with formal education and training. This is so that they are enabled to acquire the skills and knowledge to be effective in career planning and, subsequently, career management. Developing contacts with families in early years can help to raise aspirations and ensure that knowledge about local opportunities is effectively shared

⁹³ OECD (2003), *Career Guidance: New Ways Forward*, 2003. <http://www.oecd.org/education/educationeconomyandsociety/19975192.pdf>. (Retrieved 7 Aug 2012).

⁹⁴ Clegg, D. (2011) *Opening Doors and Breaking Down Barriers: a strategy for social mobility*. HM Government. <http://www.dpm.cabinetoffice.gov.uk/resource-library/opening-doors-breaking-barriers-strategy-social-mobility-0>. (Retrieved 7 Aug 2012).

⁹⁵ QCA (2008), *Economic wellbeing 11–19: career, work-related learning and enterprise framework*. <http://www.pshe-association.org.uk/uploads/media/17/6784.pdf>. (Retrieved on 7 Aug 2012).

⁹⁶ OECD (2003), *Career Guidance: New Ways Forward*. Op. cit.

and understood. Raising the Participation Age means that it is crucially important for young people and their families to have information about local options and choices as early as possible.

5. Local Authorities have an important role in supporting and challenging schools, colleges and providers to ensure that they meet statutory duties. Local Authorities also have an important role in championing the rights of all young people, particularly the most vulnerable, to ensure fairness and equality of access to high quality baseline provision. We support the delivery of this baseline provision through local, open access events and comprehensive sharing of information.

6. CYC has maintained a broader approach to targeted LA services than that available in most other areas. Vulnerable groups are identified by schools and individual schools negotiate the targeted support and additional commissioned careers guidance directly with the CYC team. Significant work has been undertaken to develop personalised learning packages for young people with high level special needs and the Council has increased the number of looked after children accessing apprenticeships. CYC is continuing to further develop its support for vulnerable groups to ensure that, learning from best practice, the impact of targeted support improves for young people on free school meals and those with lower level special needs.

7. There is a need to continue to further improve support, careers education, advice and guidance for young people to ensure that they have a more fully developed understanding of the broad range of options and routes available to them on leaving school at 16 or education and training at 17 or 18. Young people for whom university is a viable option receive good support from schools, colleges and local universities. However, young people in York feel that they need more information about the broader range of options available to them. There is some evidence that schools can over emphasise the option of young people moving to their own sixth form provision. This may result from schools being more confident about information associated with this pathway, but deficiencies can be addressed through providing training and support for teachers to develop their understanding of other options, institutions and routes. It may also result from financial pressures caused by current changes in post-16 funding which may have encouraged schools to become more concerned about recruitment and retention to their sixth form rather than about presenting the broadest range of possible options. Well established, tried and tested partnership models between schools, LAs and specialist providers in relation to the provision of careers education and guidance should be maintained.

8. There are potential risks to the coherence and quality of careers guidance from the increased emphasis on institutional autonomy and school freedoms. This has the potential to threaten overall coherence, encourage diversity of experience and result in inconsistency in the absence of any overall monitoring and quality assurance of the careers guidance being delivered or commissioned by individual schools.

October 2012

Written evidence submitted by Careers Solutions

EXECUTIVE SUMMARY

Careers Solutions welcomes this opportunity to contribute to the Education Committee inquiry into Careers Guidance for young people.

In this submission Careers Solutions would like to highlight benefits of both Careers Guidance and Careers Education. Both contribute to preparing young people for the labour market. They support well informed and realistic decisions making and can ensure that young people contribute to both the local and national economy.

The removal of the statutory duty for schools to provide Careers Education does not reflect evidence which suggests careers guidance is more effective if its is provided as part of a whole career education package.

Many Connexions services have been disbanded and schools now have a duty to secure careers guidance. However, as schools have not received any additional funding for this careers guidance no longer has a consistent approach and access to impartial and independent face-to-face careers guidance for young people varies greatly.

ABOUT CAREERS SOLUTIONS

Careers Solutions is a large provider of universal and targeted Careers Education, Information, Advice and Guidance (CEIAG) and youth support services. We have a highly qualified, skilled and experienced workforce from a range of professional backgrounds. We have a proven track record of supporting the engagement, achievement and progression of young people; and of providing services to local authorities, schools, colleges and other learning providers across Greater Manchester and further afield.

We support the continuous improvement of high quality CEIAG. Our products and services are for anyone who has a responsibility for, or an interest in, CEIAG.

Our support includes:

- A programme of high quality training
- Career Education, Information, Advice and Guidance consultancy

- Mentoring support and guidance about the Inspiring IAG quality award
- Labour Market Information
- Curriculum Materials

WRITTEN SUBMISSIONS OF EVIDENCE ARE INVITED CONSIDERING THE FOLLOWING POINTS:

1. *The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty*

2. A careers guidance interview aims to help young people clarify the issues that are most important to them, and enable them to make progress with their career planning, regardless of what stage they are starting from. It allows young people to explore options and encourages them to look at themselves objectively and think about the implications of any decision they are contemplating. Accompanied and enhanced by a strong and effective careers education programme, careers guidance can enable young people to make well informed, realistic decisions and to manage future transitions.

3. Schools and colleges now commission their own careers guidance provision. The mechanisms that were once in place to provide local authority driven support have changed. The Connexions Service has largely been disbanded, with companies and sole traders now competing for in-school provision. Some schools have opted not to secure any external provision; instead they are employing their own staff. This has created gaps in provision in some areas and oversupply in others. Careers guidance no longer has a consistent approach.

4. The Education Act 2011 states that schools must secure independent careers guidance that is delivered impartially to pupils in Year 9—11. However, no additional money has been allocated to schools for this new duty. In addition to this, published guidelines are nebulous, enabling further inconsistencies in the quality of provision. The guidance did not encourage schools to quality assure their careers education and guidance programmes by gaining an award endorsed by the Quality in Careers Standard. It explained why schools need to work with their local authorities but did not provide guidelines about how to work effectively with them on careers matters. If this guidance has been more explicit from an earlier date schools would have been able to prepare more effectively for their new duties in advance.

5. The statutory duty for schools to provide career education has been withdrawn. Career Education is an essential component in preparing young people for the transition into the labour market. Evidence suggests that provision of careers guidance is more effective (in terms of learning and cost) if it is provided as part of a whole career education package.

6. Careers Solutions Professional Support services works with schools and colleges to develop their career education packages to enable better outcomes for their young people. This service is provided as part of the whole package to schools. Where 'lone traders' are being employed to provide isolated guidance this is being lost. Links to the labour market are also reduced when a lone trader is employed. However, given the lack of additional funding and the squeeze on school budgets, this debate is difficult.

7. An important aspect of careers guidance and careers education is impartiality. Providing young people with information, advice and guidance about all available pathways is highly likely to result in a well informed and realistic decision being made. This in turn has a positive impact on attainment, attendance and progression. 11–16 schools find impartiality less challenging as they do not have a sixth form to which they need to attract learners to; Careers Solutions experience of 11–16 schools is that they are open to visits and inputs from and applications to all post 16 pathway providers. By purchasing services from an organisation such as Careers Solutions, learning providers are able to demonstrate their commitment to, amongst other things, impartiality. However, the Education Act 2011 stipulates that independent, impartial careers guidance can include help lines and web based services. It remains to be seen if access to only these sources of support will enable young people to receive impartial information, advice and guidance.

8. Careers Solutions has been working with schools in its 4 delivery areas (Manchester, Rochdale, Salford and Tameside) to raise awareness of their new duty regarding careers guidance. This has been done in a variety of ways, from policy updates at careers networks to relevant CPD opportunities and meetings with head teachers. The schools which attend these events benefited as they had access to up to-date information regarding their new duties. The number of schools which have bought in services from Careers Solutions is evidence that they are taking their duty seriously and that they are currently committed to offering their pupils independent, impartial and face-to-face careers guidance.

9. A number of schools throughout Greater Manchester have completed or are currently working towards the Inspiring IAG Careers Education, Information, Advice and Guidance quality award (www.inspiringiag.co.uk). This award asks participating organisations to evidence their CEIAG provision against set criteria which includes securing access to impartial, independent IAG (including 1:1 guidance) from professionally qualified careers advisers. This allows schools to evidence the nature, quality and impartiality of their careers guidance

10. *The extent of face-to-face guidance offered to young people*

11. Careers Solutions is seeing a varied response from schools regarding the offer of face-to-face careers guidance. The contracts Careers Solutions has to deliver guidance are subject to annual review and negotiation. The scenarios we have encountered across our delivery areas are as follows:

- increased buy in
- schools that bought in low level last year are increasing their buy in after experience of first year
- buy in at same level (lower level of service for young people overall)
- schools looking to increase their own capacity to do more in house and buy in no additional or very low level/bespoke services
- schools who took on Connexions Personal Advisers who were made redundant from Careers Solutions/lone traders now want to buy in extra services and/or link their provider to the service we provide more effectively
- New buy in from 3 special schools for next academic year.

Careers Solutions continue to respond to all opportunities to develop alternative or bespoke services. Several schools seem to have plans (or no plans) that appear to be in direct contravention of the Education Act and we are raising this with the relevant local authorities.

12. *At what age should careers guidance should be provided to young people*

13. Young people are being asked to make complex decisions about their options at earlier stages of their development than ever before. By having strong and well planned career education (which includes careers guidance) packages, young people have the capacity within a busy curriculum to learn about their own skills and attributes. Along with learning about what career options are available within current and predicted labour markets, young people are being given the skills required to effectively enter into the labour market.

14. Career related learning should start at an early age. A pilot study carried out in Wythenshawe, Manchester found that children in the latter years of primary school benefitted from learning about their local labour market, in both a current and historical context. As well as engaging the children with the locality and developing an understanding of the world through a work based context, attendance and behaviour improved during the project.

15. Career related learning should be integrated into lessons from year 5, with distinct career education starting from year 7, increasing throughout secondary education. Direction regarding the number of hours and what to include should be provided. Without a structure, maintaining the status and the presence of career education is very difficult, particularly when so many other statutory requirements are in place which need careful consideration.

16. As previously discussed, when accompanied by a strong and effective career education programme, careers guidance can enable young people to make well informed and realistic decisions. The choices facing young people at 14 are growing increasingly complex, for these reasons we believe that careers guidance should be provided to young people from at least Year 8 and continue until at least Year 13.

17. *The role of local authorities in careers guidance for young people*

18. Local authorities have retained their statutory duty to enable, encourage and assist young people's participation in education and training. Careers Guidance supports this agenda and as well as delivering the 'Connexions' contracts on behalf of Manchester, Rochdale, Salford and Tameside, Careers Solutions continue to work closely with all 10 of the local authority areas which make up Greater Manchester. Aspects of work include, CCIS management, RPA development; a quality award for career and information advice and guidance (Inspiring IAG); a labour market information website, www.wmgm.co.uk.

19. Development of joint working across the 10 areas is well established, successful and provides value for money. Strong career education and guidance needs each of these services to underpin the provision, and in order to function effectively it needs support and collaboration from each of the local authorities.

20. Local authorities have a commitment to promoting impartial, independent and high quality face-to-face guidance. This is evidenced by the approach they take to advocating on behalf of guidance services to ensure schools commission quality services and their promotion of the Inspiring IAG Quality Award.

21. *The effectiveness of targeted guidance and support offered to specific groups, such as Looked after Children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET*

22. Through its contacts with local authorities Careers Solutions continues to deliver careers guidance to vulnerable young people. We work closely with schools and local authorities to identify young people who require additional support. Schools share data with us and this data is regularly reviewed and updated. Vulnerable groups encompassed by local authority services are usually specified. Schools need to be clear as to how they are going to identify vulnerable young people to ensure that they receive appropriate support. For

example, Careers Solutions has been working closely with Salford City Councils Participation Team to review the use of priority grids and have been considering how these can be developed to ensure vulnerable young people are identified and supported.

23. Careers Solutions staff are equipped to provide specialist support to vulnerable young people. For example, we have Advisers who can provide an individually tailored advice and guidance service for LDD young people as well as specialist who work with care leavers and young offenders. This service includes support with Person Centred Reviews, securing access to appropriate Post 16 opportunities, sourcing specialist provision and support with applications for funding.

24. Careers Solutions programme of high quality CPD includes training and events which are aimed at professionals who work with the targeted and vulnerable cohort. School and college staff can apply for sessions such as supporting vulnerable young people and events such as Transition—Making it happen: achieving aspirations for young people with LDD/SEN.

25. The link between careers guidance and the choices young people make on leaving school

26. The choices available for young people both pre & post 16 and post 18 are varied and constantly informed and shaped by changes to government policy. Impartial and independent, face-to-face careers guidance can enable young people to make well informed and realistic decisions about their next steps. Alongside this, careers guidance can increase social mobility, raise aspirations and impact on the decisions young people make when selecting what and where to study. It can also have an impact on longer term plans as it allows young people to access IAG about the progression routes and pathways to which options can lead. By exploring their knowledge and understanding of different pathways and linking these to career ideas; careers guidance can explore, challenge and check understanding of pathways and options. It ensures that young people are able to make the most of available opportunities.

27. Many young people's choices are influenced by their friends and family. At a time of rapid economic and social change and in an economy where new careers are emerging all the time it is important that accurate and up-to-date LMI is incorporated into careers guidance. LMI contains information such as:

- General employment trends eg future demand
- Data about the structure of the labour market eg what jobs, how many and which sectors
- The way the labour market works ie how people get jobs and subsequently move between jobs
- The interaction between labour demand and supply
- Progression routes ie career structures, earnings and transferable skills

28. Careers Solutions have developed an LMI website (www.wmgm.co.uk); the website helps professionals involved in supporting young people by providing data and resources related to the labour market in Greater Manchester and beyond.

29. Well-informed, independent and impartial face-to-face careers guidance can challenge stereotypes, raise aspirations and make a positive contribution to the choices young people make.

30. The overall coherence of the careers guidance offered to young people

31. The local authority areas in which Careers Solutions delivers guidance services have displayed a commitment to careers guidance. A high percentage of schools have purchased impartial, independent and face-to-face guidance services. There has also been a strong local authority offer in terms of support for schools and services for vulnerable and targeted young people,

32. Careers Advisers who work in larger organisations alongside colleagues can share good practice and support each other when/if they encounter questions which they have not previously experienced. They can also share careers information and labour market intelligence. The organisations that employ them arrange for the Careers Advisers to remain professionally updated and can guarantee the quality of guidance via annual observations and feedback. Staff also take part in regular practice support sessions which provide an opportunity for staff to reflect on their practice. These sessions also contribute to ensuring that staff have the skills, knowledge, behaviours, values and attitudes necessary to carry out their role and that they are fully supported in their work and managed effectively.

33. Larger organisations such as Carers Solutions also have arrangements to cover an individual Careers Adviser's absence from work in school due to sickness or maternity/paternity leave. This is why careers advice provided by organisations/companies as opposed to individuals provides stability as well as sustainability.

34. There is clearly a role for teachers and pastoral workers in advising pupils about academic progression and providing some frontline information and signposting. However, careers guidance is a distinct professional role and all pupils should have guaranteed access to an adviser qualified to at least level 6. This entitlement should include access to face to face guidance for young people from year 8 to at least year 13.

35. Consideration also needs to be given to how the quality of careers guidance being offered by schools will be inspected? How will schools that fail to provide good Careers guidance be held to account?

October 2012

Written evidence submitted by the Joint UK Geoscience Community

Submitted by

THE GEOLOGICAL SOCIETY OF LONDON

THE COMMITTEE OF HEADS OF UNIVERSITY GEOSCIENCES DEPARTMENTS

THE BRITISH GEOLOGICAL SURVEY

THE PETROLEUM EXPLORATION SOCIETY OF GREAT BRITAIN

THE BRITISH GEOPHYSICAL ASSOCIATION

1. This submission has been produced jointly by five organisations which, between them, represent a significant part of the UK geoscience community, spanning academia, industry, government and the student population. They are:

- (i) The Geological Society of London (GSL) is the national learned and professional body for geoscience, with over 10,000 Fellows (members) worldwide. The Fellowship encompasses those working in industry, academia and government, with a wide range of perspectives and views on policy-relevant geoscience, and the Society is a leading communicator of this science to government bodies and other non-technical audiences.
- (ii) The Committee of Heads of University Geosciences Departments (CHUGD) is the subject association of Geoscience (geology, applied geology, Earth science, geophysics, geochemistry and some environmental science) departments/schools based within universities in the British Isles. It promotes discussion and exchange of information between departments and provides a point of contact between these and professional, government and quality control agencies.
- (iii) The British Geological Survey (BGS) is a world leading geological survey and the United Kingdom's premier centre for earth science information and expertise. The BGS provides expert services and impartial advice in all areas of geoscience. Its client base is drawn from the public and private sectors both in the UK and internationally.
- (iv) The Petroleum Exploration Society of Great Britain (PESGB) represents the national community of Earth scientists working in the oil and gas industry, with over 5,000 members worldwide. The objective of the Society is to promote, for the public benefit, education in the scientific and technical aspects of petroleum exploration. To achieve this objective the PESGB makes regular charitable disbursements, holds monthly lecture meetings in London and Aberdeen and both organises and sponsors other conferences, seminars, workshops, field trips and publications.
- (v) The British Geophysical Association (BGA) represents geophysicists in academia and industry who are members of the Royal Astronomical Society and/or the Geological Society of London. Its role is to promote geophysics and knowledge about geophysics at national and international levels.

Since the start of 2011, our organisations have worked together when appropriate in communicating with government, parliamentary committees, HEFCE and Research Councils on matters relating to national geoscience skills needs, and education policy and funding.

2. The main points raised in this submission are:

- (a) Effective careers guidance is important both to support individual students' decision making, and to address national skills needs.
- (b) Many undergraduate degree subjects, such as geoscience, are not widely taught in schools in their own right, and are likely to be less visible to students and less familiar to teachers and careers guidance professionals than 'mainstream' school subjects. It is especially important that high-quality advice and supporting materials are available in such subject areas.
- (c) Attention should be paid to developing children's careers awareness from an early age, so that preconceptions about science do not put them off studying it later on, but this should not be at the expense of stimulating excitement and wonder as they learn about the world around them.
- (d) In geoscience, as in many science disciplines, it is important for students to understand clearly how the subjects they choose to study at GCSE and A-level may later restrict the programmes of university study (and hence career options) available to them.

3. We recently made a submission to the Department for Education's consultation on careers guidance. While not identical in scope, that consultation addresses many of the same issues as the present inquiry, and the

respective calls for evidence overlapped. It would have been helpful if the terms of reference of either consultation had referred to the other, and addressed how the planned activities of the Department and the Committee relate in this instance, not least to minimise duplication of effort on the part of those submitting evidence. The impression at present is that there is no attempt to coordinate programmes of work. We urge the Committee to ensure that the planning of later stages of the inquiry is mindful of consultation and planning work being undertaken by the Department. Much of the evidence we present here is similar in content to that which we submitted to the departmental consultation. We address below only those aspects of the terms of reference on which we believe our organisations are competent to comment.

What is the purpose of careers guidance?

4. The primary purpose of careers guidance should be to provide information and opportunities to allow students to fulfil their potential, and to support them as they explore and identify what study and career paths are best suited to their talents, interests and priorities. It is also essential that high-quality information and guidance is available and accessible to all students in order that future national skills needs are met. In the case of geoscience, which offers a wide variety of exciting and intellectually stimulating study and career options, and which is also essential to addressing economic and societal challenges, these drivers are mutually reinforcing.

How well-prepared are schools to fulfil their new duty of providing careers guidance for pupils in years 9–11?

5. Many subjects in which undergraduate degree programmes are available are not widely taught in their own right in schools and sixth-form colleges. An example is geology/geoscience, which is taught in only a few schools. These subjects are likely to be less visible to students than those they come across explicitly in the school curriculum. Teachers are also less likely to be knowledgeable about university programmes and career choices in subjects with which they are unfamiliar, and less confident in providing advice and guidance about them. It is particularly important in the case of these subjects that high-quality advice from independent impartial professionals is available, and that these advisers have access to reliable and appropriate information, resources and support services. Such advice complements elements of geoscience which students encounter within other mainstream National Curriculum subjects (sciences and geography), but which they might not otherwise recognise as being an exciting field of study in its own right, which can lead to a wide range of rewarding careers.

6. In common with other learned societies and professional associations, we are already committed to playing our part in providing high-quality information and support to students, teachers and others responsible for careers advice and guidance. We would be pleased to offer information and guidance on geoscience as new advice structures are developed and implemented, and as resources are developed, and we are continuing to develop our own activities and resources in this area. Some of these are outlined below.

7. The Geological Society's careers advice includes comprehensive information on study options, and careers profiles of a wide range of professional geoscientists working across academia and industry. The Society engages directly with students and teachers through its Schools Affiliate Scheme, and through initiatives such as the annual Schools Geology Challenge. Through the Geoscience Education Academy, it helps non-geologists who are expected to teach geoscience within science and geography to develop their skills and confidence, and to act as champions for geoscience within their schools. Since 2011, it has worked with a wide range of geoscience organisations to promote UK Earth Science Week, a major focus of which is to promote geoscience careers. The Society also works through its Specialist Groups and with partner organisations to provide information and support regarding particular specialisms and industries—for example, with the Petroleum Exploration Society of Great Britain with regard to petroleum geoscience and career opportunities in the energy industry.

8. The British Geological Survey has an active programme of careers activities, including academies, open days and other events for aspiring geologists. It hosts one of the Geological Society's principal annual careers events.

9. Departments teaching geoscience degrees have strong links and outreach programmes with many schools, colleges and FE institutions. The Committee of Heads of University Geosciences Departments, which brings these departments together, is actively engaged with industry and with the Geological Society, building on these links to develop impartial and independent materials in relation to careers guidance. The aim of this work is to ensure that such guidance is reliable and appropriate.

10. The Petroleum Exploration Society of Great Britain and the British Geophysical Association both work actively to promote career opportunities in their specialisms, alone and with others. Outreach to schools is a particular focus for support, and all our organisations work closely with others such as the Earth Science Teachers Association (ESTA) and the Earth Science Education Unit (ESEU).

11. We have no comment to make on other aspects of schools' readiness to provide careers guidance to this age group.

At what age should careers guidance be provided to young people?

12. Discussion of careers options and opportunities should start at an early age, and should continue throughout students' school and sixth-form education. The focus of discussion, and the type of guidance and advice given, should be appropriate to each stage, and to the choices facing students.

13. There is evidence that while 10-year olds generally have a positive impression of science, and of the work of scientists, they may already have preconceptions about what kind of person becomes a scientist (and whether they fit this profile). These preconceptions appear to become much more pronounced between the ages of 10–14. (See the ASPIRES research project on Science Aspirations and Career Choice at <http://www.kcl.ac.uk/sspp/departments/education/research/aspires/index.aspx>.)

14. If high quality information and advice is not available, such preconceptions are likely to be strongly influenced by stereotypes of what professional science is, and what kinds of people do it. This is potentially to the detriment of individuals, who may be put off a rewarding career in science. It is also vital that talented scientists are sourced from as wide a pool as possible, for the benefit of society and the economy. Work such as that done by the Science Council on the diversity of science careers available constitutes an invaluable resource for those responsible for careers advice and guidance at this stage—see <http://www.sciencecouncil.org/10-types-scientist>, for example. We commend the STEM Choices Resource Pack for Careers Education and Information, Advice and Guidance Practitioners on the DfE website, to which the Science Council (among others) contributed.

15. At this stage, the focus should be on raising careers awareness, rather than on providing individual advice and guidance. There is a danger that students' interest in exciting and inspiring science subjects may be quashed if these are presented in utilitarian terms too early, putting them off studying sciences at a later stage.

16. Individual advice and guidance is not likely to be appropriate at age 10 or 11. But by the time pupils are choosing GCSE courses in Year 9, their attitudes to science may already be entrenched, affecting their study choices and the qualifications they achieve. In geoscience, as in many science disciplines, it is important for students to understand clearly how the subjects they choose to study at GCSE and A-level may later restrict the programmes of university study (and hence career options) available to them. For example, students selecting A-levels in Year 11 who are interested in pursuing study and a career in geoscience may be encouraged to study geography, although most geoscience departments prefer candidates with science and maths A-levels. This is particularly true in some specialisms. In geophysics, for instance, there is a strong preference for candidates with good maths and physics A-levels. (See BGA report on geophysics education in the UK (Khan, 2006) at www.geophysics.org.uk.) Many employers also seek candidates with strong science and maths backgrounds.

What is the link between careers guidance and the choices young people make on leaving school?

17. In December 2011, the Geological Society carried out a survey of geoscience undergraduates attending its annual Careers Day, to understand what factors affected their past study choices and future career intentions. Asked which of a range of information sources were important in their decision to study geoscience, 43% said that their school or sixth form careers service was important or very important. Other factors were: Family/friends (51% important or very important); University careers services (46%); School/college teacher (81%); University course information (94%); Information from the Geological Society (22%); Information from the British Geological Survey (18%); Media (25%).

18. When asked what further information would have helped them choose their degree subject, many students reported that they had access to sufficient information on which to base their decision. The most commonly cited areas of information deficit were: lack of information about subsequent career prospects (14%); and poor availability of information in schools/sixth form colleges (11%).

19. As noted in paragraph 16, decisions made at an early stage may restrict later study and career options in geoscience, particularly in some specialisms.

Other comments

20. There remains a 'gender gap' in science at school level and beyond. Fewer girls than boys take both A-levels and GCSEs in science subjects. At GCSE level, this gap has narrowed over several years. At A-level, the gap narrowed in 2012, having previously been increasing. It is vital that careers guidance and supporting materials are equally accessible and appropriate to girls and boys, and that any preconceptions among girls that they are not suited to studying science subjects or pursuing careers in science are effectively addressed. This is important both so that girls have equal access to exciting career and study opportunities, and so that the pool of science and engineering talent on which the UK's future prosperity will depend is as wide as possible.

21. We would be pleased to discuss further any of the points raised in this submission, and to suggest contacts that might provide additional or specialist advice.

October 2012

Written evidence submitted by Mike Hoyer, Guidance team leader

1. The old Careers Service, whilst not perfect, did at least ensure that the majority of youngsters got some help with their careers and options post 16. When this became Connexions only those with specific needs received advice from hard-pressed advisors. Most students in Years 10 and 11 were left to the vagaries of individual school heads.

2. Very many head teachers do not allow contact from other providers of training post 16 as this could have a deleterious effect on numbers of those who may—without knowledge of their choices—would be likely to continue into the school's sixth. While most careers teachers are really keen for their students to be made aware of their choices they have to admit that the school head has issued instructions that this should not happen. This situation was bad enough but now that careers advice has to be paid for by the school, every excuse is being used to find more urgent uses for those funds.

3. Even in those schools where outside agencies **were** allowed to talk to young people to alert them to possibilities beyond the school sixth, the rise in academies means that the sponsor school—usually with a sixth form—will now insist that all contact with those schools within the academy group is banned or limited.

4. I have seen many cases where the head will assure parents that impartial advice is available. The reality being that a dusty copy of a prospectus is stowed a cupboard in the Library where few Year 10 and 11 venture, and information about college open days and other fact-finding opportunities is suppressed.

5. Careers guidance for young people is in a parlous state and is set to get considerably worse. ALL young people should have received impartial advice by year 10 and head teachers should be penalised where this is not the case.

6. It is naive to think that without a legal obligation few schools will make full information available, and especially if this poses a risk to the sixth form. Even where access has historically been allowed, now that the demographic decline is beginning to bite schools are closing their doors in order to protect sixth form recruitment.

7. Impartial careers information, advice and guidance is the cornerstone of young people making well informed, realistic decisions about their future. The lack of it will inevitably result in young people making inadequate and flawed career decisions that will impact later both on themselves and the economy of this country.

8. The former Connexions Service ensured a coherent, quality provision of careers guidance that was well known by young people, their parents, schools, colleges, training providers, etc. It acted as a hub that all those with an interest in careers could work through and with. The present system is fragmented and confusing for all, which will inevitably lead to some very poor practice (if it is available at all) over the next few years, of which the young person will bear the brunt.

9. Targeted support ensures that the most vulnerable young people get the support they need for what they need to access education, rather than receiving a sum of money which can get spent on anything but their education. It also helps colleges to clearly identify those young people most at risk of withdrawing from their course early and put systems in place early on in their learning to ensure they receive the support they need to stay in education. The 16–18 GB and Care To Learn schemes are particularly helpful in ensuring this.

October 2012

Written evidence submitted by Creative & Cultural Skills—The National Skills Academy

FOCUS ON CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

1. Creative & Cultural Skills operates in a number of different areas, and one of our core strategic aims is to ensure that every young person in the UK has access to industry-endorsed careers advice and guidance, in order to help them make informed choices about their futures. It is on this basis that we wished to share our current programme of work with the committee and offer our recommendations.

2. The creative and cultural industries represent over 74,000 businesses in the UK and over 800,000 jobs. Between 2004 and 2010 the sector grew by 11% and the Gross Value Added contribution per head is more than 10% higher than the national average.⁹⁷ The Government's Growth Review identifies the creative sector as one of six priority growth sectors with the potential to drive economic recovery in the coming years, making it essential that young people are made aware of the career opportunities the sector offers, and that potential entrants are offered accurate Information, Advice and Guidance (IAG).

⁹⁷ Creative & Cultural Skills, Impact and Footprint 2012/13 (2012).

THE PURPOSE, NATURE, QUALITY AND IMPARTIALITY OF CAREERS GUIDANCE

Providing Accurate and Impartial Advice

3. The purpose of careers guidance should be to provide young people with accurate, realistic and impartial information and guidance. It should raise awareness amongst young people about the careers available to them, and support them to make informed decisions about the skills and qualifications they will need to succeed in their chosen area. It should be provided or informed by expert opinion—that of those who have worked within the relevant industries.

4. As job roles within a complex and changing economy diversify, it is particularly important that careers guidance serves to provide young people with a better awareness of what jobs exist in the sectors in which they are interested. Young people may not be aware, for example, that high level technical skills are in high demand in the creative and cultural sector, and that arts degrees are not always the most appropriate qualifications to meet the skills needs of businesses and organisations such as theatres, live music venues and museums.

Recommendation: We recommend that careers advice is informed by industry insiders and expertise, particularly with regards to making sure young people are aware not only of job roles, but of the likelihood of achieving employment in those roles and the qualifications and work experience needed.

USE OF LABOUR MARKET INTELLIGENCE

5. The process of delivering accurate Careers Information, Advice and Guidance is underpinned by the use of robust Labour Market Intelligence (LMI). Careers advisers and services should be informed by accurate statistical data which provides in-depth detail about the labour force. For instance, 68% of designers in the UK are qualified to at least level 4 (equivalent of foundation degree).⁹⁸ It is of importance to careers advisors that young people know the risks associated with taking alternative routes towards a qualification in particular fields.

6. Within the creative and cultural industries, a considerable proportion of the labour force work in a self-employed or freelance capacity. High-quality, impartial careers advice would use LMI to identify this particular demographic feature and make young people aware of any challenges it might pose. In this instance, high-quality IAG would advise young people how to develop the necessary enterprise or business skills they are likely to need to thrive in a freelance or portfolio-working role.

7. Online services should also make use of the most up to date statistics available, including forecasting data which may look at the likely areas of expansion and replacement demand for roles in a number of sectors. The challenge for careers advice, both online and delivered in person, is making complex data relatable to the challenges facing young people in having choice.

Recommendation: The Inquiry looks into the best practice use of LMI for careers IAG, including the use of Sector Skills Council data, Higher Education data and Further Education data.

HOW WELL PREPARED ARE SCHOOLS TO FULFIL THEIR NEW DUTIES?

Awareness of Apprenticeships and Vocational Education

8. Not all schools are adequately aware of alternative routes into meaningful and sustainable employment for school leavers. For example, working with employers and local education providers, Creative & Cultural Skills have pioneered the Creative Apprenticeships programme, opening up progression routes to the most talented individuals. From a standing start of zero in 2008, more than 1,800 learners are currently undertaking, or have completed, a Creative Apprenticeship. It is also significant that during a period in which youth unemployment is a key concern, almost 90% of Creative Apprentices either stay with their employer or gain employment with another company in the industry upon completion of their apprenticeship.⁹⁹ Many careers services fail to signpost students towards opportunities such as this, focusing instead on routes into Higher Education.

9. We therefore endorse Darren Henley's review of Cultural Education, which states that young people should be signposted to the various educational offers available to them at specific ages, including raising awareness of apprenticeship and vocational routes.¹⁰⁰

Recommendation: We recommend that that careers advisors should be kept up-to-date with careers IAG offered by independent organisations, such as Sector Skills Councils to build a greater understanding of job opportunities within and entry routes into specific industries.

ENTREPRENEURIAL EDUCATION

10. Entrepreneurial skills are invaluable in sectors such as the creative and cultural industries, which tend to suffer from a lack of applicants with appropriate business and administrative capabilities.

⁹⁸ Creative & Cultural Skills, Impact and Footprint 2012/13 (2012).

⁹⁹ Creative & Cultural Skills, Assessing the Return on Investment, Evaluation and Impact of Creative Apprenticeships (2011).

¹⁰⁰ DCMS and DfE, Cultural Education in England: An Independent Review by Darren Henley (2012).

11. Pearson have highlighted that the UK is failing to provide school-aged children with suitable levels of entrepreneurial education,¹⁰¹ and it is not always possible for teachers with little business or entrepreneurial experience to provide this form of careers guidance. Although there is consensus that businesses need to be more closely involved in providing entrepreneurial education in schools, acting as mentors and offering careers guidance, many businesses report that they continue to face a number of barriers preventing them from doing so. At present, a quarter of employers felt they received too little guidance on how to make work experience worthwhile for young people; 19% suggested that their employees did not see it as worthwhile to engage with schools and colleges; and 15% felt that local schools were not interested in fostering engagement.¹⁰²

Recommendation: More should be done to facilitate engagement between local employers and schools. Engagement should lead to practical careers guidance, entrepreneurial education and high quality work placements.

PARTNERSHIP WORKING

12. Under the new model, schools will be responsible for sourcing independent careers advice. It is not clear that every school will have the same capacity to source high-quality provision. On this basis, we believe that consortia of schools should be encouraged to work together both to source and fund independent careers advice and to share best practice. Just as schools now access music education through Music Hubs run at a Local Authority level, we believe there is scope for this model to be applied to the provision of careers advice and guidance.

13. These consortia may also have the leverage to manage better communication between local businesses, universities and further education colleges to improve entrepreneurial education, raise awareness of vocational as well as academic career pathways, and support work placements.

Recommendation: Schools should be encouraged and supported to work in partnership to ensure that access to careers advice is offered on a fair and consistent basis to all young people. Efforts should be made to establish an effective working model for a consortium of this type.

THE EXTENT OF FACE-TO-FACE GUIDANCE OFFERED TO YOUNG PEOPLE

Engaging With Careers Events and Online Resources

14. We recognise that it is difficult to provide extensive face-to-face guidance to young people. Our Creative Choices programme offers schools a chance to supplement their own provision with high quality, industry endorsed careers advice. Each autumn, we hold a series of career events which aims to reach 17,000 young people in 2012–13 alone, providing inspiration and insight into a range of careers within the creative and cultural industries. Our events give young people the chance to meet experts, gain practical advice, and see for themselves how the creative industries really operate.

15. Our **Creative Choices website** also offers a wealth of information for those aspiring to work, in the creative and cultural sector, and currently receive 70,000 visits a month. Our “Get into...” sites, aimed at school age children, offer a range of resources about careers in the theatre industry, including case studies and interviews with professionals, information about available qualifications and work-experience, and a Q&A resource. Online materials should not replace face-to-face careers services, but they are a vital tool in delivering in-depth knowledge and industry advice, particularly in situations when careers advisors are trained primarily to provide generic advice.

Recommendation: Although our Creative Choices site has proven extremely popular, we believe more could be done in schools to signpost young people towards relevant online resources. Schools and colleges should take a pro-active approach to hands-on careers opportunities available to them through organisations such as Creative & Cultural Skills, charities, strategic bodies and government funded organisations in order to maximise careers IAG for young people.

THE ROLE OF LOCAL AUTHORITIES IN PROVIDING CAREERS GUIDANCE FOR YOUNG PEOPLE

16. As discussed above, we believe that partnership working offers a good model on which to base the provision of careers advice. On this basis, we believe it would be highly beneficial if consortia of schools were encouraged to work together to source and provide careers advice in the local area. The lead on this initiative could effectively be taken by Local Authorities or Local Education Partnerships, particularly as these bodies have the capacity to work with specialist providers, and providers who operate at the national level such as the National Careers Service. Local Authorities may wish, for example, to “benchmark” providers of a particularly high standard.

¹⁰¹ Creative & Cultural Skills, Assessing the Return on Investment, Evaluation and Impact of Creative Apprenticeships (2011).

¹⁰² Creative & Cultural Skills, Assessing the Return on Investment, Evaluation and Impact of Creative Apprenticeships (2011).

Recommendation: Local Authorities should take some responsibility for ensuring that schools in the area are accessing high-quality advice, signposting schools towards relevant careers events and specialist providers, and facilitating communication between local businesses and schools.

THE LINK BETWEEN CAREERS GUIDANCE AND THE CHOICES YOUNG PEOPLE MAKE ON LEAVING SCHOOL

17. Our research indicates that despite the fact that almost 60% of the creative and cultural workforce are educated to degree level, the industry continues to face considerable skills gaps and shortages, suggesting that students are not necessarily being directed towards the educational courses which provide them with the most marketable and industry-relevant skills.¹⁰³ Meanwhile, due to the over-supply of graduates in the creative and cultural industries, many graduates find themselves working in job roles that do not necessarily require graduate qualifications. This would strongly suggest that careers guidance is not encouraging young people to make the educational and career choices most likely to provide them with sustainable and satisfying employment.

Recommendation: At present, careers advice does not appear to be directing young people towards the qualifications which are most in demand, nor does it provide young people with realistic expectations about where those qualifications will lead. The use of LMI and industry expertise will help young people make better informed decisions about their futures. Young people should not be discouraged from aiming high, but they should be signposted towards careers which are the “best fit” with their range of ambitions and skills.

October 2012

Written evidence submitted by Association of Colleges (AoC)

INTRODUCTION

1. The Association of Colleges (AoC) represents and promotes the 341 Colleges in England incorporated under the Further and Higher Education Act 1992, including 94 Sixth Form Colleges and 247 Further Education Colleges. Colleges educate 853,000 people aged 16 to 18, almost twice as many as school sixth forms.¹⁰⁴¹⁰⁵ This includes 185,000 young people taking A-levels.¹⁰⁶ Colleges also train over one quarter of the total 240,000 apprentices aged 16–18.¹⁰⁷ In addition, they have a growing role in the education of those of compulsory school age, including 55,000 14 to 15 year olds taking part-time courses and 3,000 studying full-time.¹⁰⁸ 45 Colleges are either lead sponsors or co-sponsors of academies.¹⁰⁹ Colleges account for 33% of entrants to higher education.¹¹⁰

The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty;

2. The purpose of careers advice provided by Colleges is simple: getting the student onto the right course. Where an institution is able to offer real choice in its curriculum, across A-levels and vocational provision at Levels 1 to 3, as is the case with most Colleges, there is no incentive to give the student partial advice. To do so would increase the risk of students dropping out. Ofsted’s inspection of Colleges is heavily weighted towards achievement of high success rates (which is measured by counting the number of students who start a course and who subsequently achieve the qualification.) Funding also incorporates a “success” factor. The more students who start and achieve their qualification the more funding the College receives.

3. There are a number of protections already in place in Colleges which guarantee independent information, advice and guidance. Colleges, under Section 45 of the Education Act 1997, are subject to a duty to provide guidance materials and a wide range of reference materials to their students. 272 Colleges (78%) of AoC members hold the matrix¹¹¹ standard which guarantees that their careers guidance is independent.

4. There are perverse incentives in the current system which allows new schools to be established even where there is an oversupply of places. In this competitive environment, schools are trying to maintain their pupil numbers throughout compulsory education and up to 18 years old. This mitigates against the provision of truly independent information, advice and guidance because such advice might, for example, recommend that a young person moves to a College or somewhere other than the school sixth form. In a survey of Colleges conducted by AoC in March 2012¹¹² only 18% of Colleges reported that they had significant access to school pupils to inform them of the courses they offer. 74% of Colleges reported that schools would not even distribute their prospectuses.

¹⁰³ Creative & Cultural Skills, Creative and Cultural Industries: Impact and Footprint 2010/11, (2011)

¹⁰⁴ AoC analysis of Individualised Learner Record, 2010/11—learner responsive dataset

¹⁰⁵ DfE Statistical First Release 16–18 Participation in England, June 2012

¹⁰⁶ AoC analysis of Individualised Learner Record, 2010/11—learner responsive dataset

¹⁰⁷ AoC analysis of Individualised Learner Record, 2010/11—employer responsive dataset

¹⁰⁸ AoC analysis of Individualised Learner Record, 2010/11—learner responsive dataset

¹⁰⁹ DfE list of open Academies and those in development at July 2012

¹¹⁰ UCAS data on applications and acceptances for 2011 entry in England

¹¹¹ www.matrixstandard.com

¹¹² AoC survey on Information, Advice & Guidance and Careers in Colleges, February 2012

5. Colleges on the other hand, provide extensive facilities for careers guidance which go beyond their funding obligations cited above. In the same AoC survey Colleges reported that they have the following facilities:

Facilities for access to web-based career tools	90%
College-based careers hub/information resource	93%
Open access careers centre	64%
One-stop shop facility (offering careers and employability advice)	64%
Other	16%

6. Just fewer than 60% of Colleges reported that they provided impartial guidance to all young people and adults in their community. The survey also indicated that Colleges have qualified staff to ensure independent careers advice with over a third having at least one person qualified to Level 4 and Level 6 and a quarter with two staff trained to these levels.

7. Through work AoC has completed with Engineering UK and the Gatsby Foundation, we found evidence of poor progression into science, technology and engineering subjects at age 16, often because there is little opportunity for school pupils to understand the opportunities that exist in these fields.¹¹³

8. The Government are currently consulting on whether the statutory duty on schools to secure independent careers advice for their 14 and 15 year old pupils should be extended to Year 8 pupils and also 16–18 year old students in schools and Colleges. Section 42A of the Education Act 1997 (inserted by Section 29 of the Education Act 2011) established the duty for maintained schools and pupil referral units from the age of 14 to provide impartial careers guidance. It is important to ensure that academies and free schools are under the same legal obligations.

THE EXTENT OF FACE-TO-FACE GUIDANCE OFFERED TO YOUNG PEOPLE

9. Feedback from College networks of Heads of Students Services and from national groups of College principals shows that the following is the typical experience for a potential student:

- Open days offered twice a year for potential students of all ages;
- Taster days offered in partnership with local 11–16 schools for Year 10 students in areas where there is good school/College co-operation;
- When a young person (aged under 18) applies for a course they are offered a one to one interview with the course specialist;
- When a young person applies to the College, but is unsure about which course they wish to pursue, they are offered an interview with a guidance specialist who is either qualified to L4/6 (see above) or works in a department that is overseen by a qualified member of staff.

10. Advice does not end once a student has started their course. For example, when a student is enrolled full time on a College course they will have an individual induction tutorial with their personal tutor during the first two weeks of their course.

11. After five weeks, students will be interviewed by their personal tutor to assess progress and discuss how they are finding the course. Students have the opportunity to change course at this point. If there is agreement on a change of course, the student will have an interview with a specialist careers adviser and subsequently the course specialist.

12. Colleges often work successfully with local schools to ensure that transition at age 16 is successful. Consideration is given to which assessment methods best suit the individual pupil. For example, a vocational childcare course can enable a young person to succeed, whereas progression to A-levels in a school sixth form may not be as successful. The same person may later progress to a degree and a profession in nursery teaching. Our members give many examples of how a one-off careers guidance interview can serve very little purpose. The young person needs the opportunity to try a number of options.

13. Therefore Government must ensure that advice given to Year 8 pupils must be of the highest quality to prevent young people making badly informed choices at age 16 and risking drop out at 17 and possible disengagement with education and training thereafter.

14. We note that unlike the matrix standard (the standard for practitioners who work under the auspices of the National Careers Service), the Investors in Careers kite mark that some schools have is a measure of the quality of their careers education programmes not the independence or quality of the advice pupils are given on future opportunities.

15. At whatever age the duty on schools to secure independent advice is enacted, schools will need to take into account the particular needs of pupils with an Education, Health and Care Plan as proposed by the “Support and Aspiration” Green Paper and forthcoming Children and Families Bill.

¹¹³ AoC survey of STEM provision in FE Colleges, February 2012

At what age careers guidance should be provided to young people;

16. We believe it is never too early to provide careers guidance and therefore support the Government's proposal to extend schools' statutory duties to Year 8 pupils. In addition, there is a strong argument for initial careers discussions in the primary school curriculum. This may be the opportunity to break down gender stereotypes around career choice which continues to result in a significant majority of young men taking construction, information technology and engineering courses and young women in early years, health and social care courses.¹¹⁴

17. Government has also asked for views on extending the duty to secure independent careers advice to Further Education Colleges, Sixth Form Colleges and school sixth forms for their 16–18 year old students.¹¹⁵ Whilst AoC agrees that independent careers advice is absolutely crucial for this age group, as they decide on further study or employment options, we believe that the majority of Colleges (78%) are already meeting this statutory duty through their possession of the matrix standard. The Government clearly believes in the matrix standard:

“The matrix Standard is the Government’s quality standard for information, advice and guidance. It will quality assure the National Careers Service (face-to-face, telephone helpline and the website). All organisations who deliver the National Careers Service will be expected to be accredited to the revised matrix Standard by April 2013.”¹¹⁶

18. We welcome this support to the matrix standard but question why Colleges would be asked to provide two sets of independent careers advice. If Colleges could fulfil the new statutory duty through their use of qualified matrix accredited staff we would see this as a practical response to the current situation.

The role of local authorities in careers guidance for young people;

19. Once the duty to secure independent careers advice on schools, as established in the Education Act 2011, commences there will no longer be an expectation that local authorities should provide a universal careers guidance service. However, other relevant statutory duties will remain in place including encouraging, enabling, and assisting young people to participate in education:

- tracking procedures to ensure offers of education in September, supporting young people who are not in education, employment or training and monthly reporting;
- support for vulnerable young people and those at risk of disengagement (including careers guidance for those not in school);
- working with Jobcentre Plus to meet requirements for 16–17 year olds eligible for Jobseekers Allowance.

20. The important issue from September is how careers guidance services in school will complement and work with the more targeted services that local authorities are responsible for (and vice versa). Local authorities still need to retain a local Client Caseload Information System (CCIS) that is compliant with national requirements (NCCIS). This information continues to feed into DfE monthly reporting on participation and is also used for “September Guarantee” reporting.¹¹⁷

21. Local authorities have no means of checking whether a school is complying with the statutory duty to secure independent careers advice.

The effectiveness of targeted guidance and support offered to specific groups, such as Looked After Children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET

22. During the passage of the Education Bill (now Act), Lord Hill, Parliamentary Under-Secretary for Schools said:

“We will place a clear expectation on schools that they should secure face-to-face careers guidance where it is the most suitable support, in particular for disadvantaged children and those who have special needs or are learners with learning difficulties and disabilities.”¹¹⁸

23. The subsequent statutory guidance says:

“In fulfilling their new duty, schools should secure access to independent face to-face careers guidance where it is the most suitable support for young people to make successful transitions, particularly children from disadvantaged backgrounds or those who have special educational needs, learning difficulties or disabilities.”¹¹⁹

¹¹⁴ House of Commons Hansard, 22 Feb 2012 : Column 879W

¹¹⁵ <http://www.education.gov.uk/16to19/careersguidance>

¹¹⁶ Ibid

¹¹⁷ 14. <http://www.education.gov.uk/a0064102/offersofeducationandtraining>

¹¹⁸ House of Lords Hansard, 24 October 2011, Col. 582

¹¹⁹ Education Act 2011: Statutory Guidance, available at: <http://www.education.gov.uk/childrenandyoungpeople/youngpeople/participation/g00205755/statutory-guidance-for-schools-careers-guidance-for-young-people>

24. In the review of the statutory guidance, due in March 2013, and in Ofsted's thematic review of careers advice we hope the Government particularly assesses the quality of advice given to children from vulnerable groups.

The link between careers guidance and the choices young people make on leaving school;

25. The Skills Funding Agency publishes FE Choices¹²⁰ which compares the estimated percentage of students who progressed into or within further or higher education, found a job or improved their career prospects after completing their course. The score is based on data matching, telephone interviews and statistical projections. An average of 82% of leavers achieve a sustainable outcome from a general further education or tertiary College. It is only through these measures that the effectiveness of support and guidance can be demonstrated nationally. The further education sector is held to account for student progression.

26. An independent researcher was commissioned by AoC in September 2011 to survey 500 14 year olds on their knowledge of choices available to them at 16.¹²¹ The research found that:

- while 63% of young people were able to name A-Levels as a post-GCSE qualification, very few could name any of the other choices available.
- Only 7% of pupils were able to name Apprenticeships as a post-GCSE qualification.
- Only 26% of pupils were able to name NVQs.
- Only 19% of pupils were able to name BTECs.
- Only 9% of pupils were able to name Diplomas.
- Only 3% of pupils were able to name Foundation learning courses.
- 38% of respondents felt their parents were the most reliable source of advice on options post 16 and 35% felt they had not had enough advice to make the right decision.

27. We are concerned that young people have very little knowledge of post 16 options other than A-levels.

28. It is imperative that schools are encouraged to obtain the matrix standard. In a system that places young people at the heart of its aspirations there seems no reason not to motivate compliance with statutory duties by asking Ofsted to specifically grade the quality of schools' independent advice and guidance. The new inspection regime for both schools and Colleges emphasises, quite rightly, student progress. It is crucial when there are one million unemployed young people aged 16–24 that the right choices are made that lead to sustainable employment. A combination of legislation, resources for schools to deliver and an inspection regime which judges the quality of careers guidance would be the best solution for young people.

The Overall Coherence of the Careers Guidance Offered to Young People

29. We hope the comments we have made above indicate that there is lack of coherence and clarity for young people.

30. The National Careers Service spearheaded by the Department for Business, Innovation and Skills and managed by the Skills Funding Agency is not an all age careers service. BIS contributed over £80 million to this service and the Department for Education (DfE) just over £4m. DfE's contribution was to support a helpline for targeted individuals. The National Careers Service does not currently have information on courses for 16–18 year olds.

31. Only Colleges (funded by the SFA) have to send their course database to the National Careers Service as a condition of funding. This is not the case for school sixth forms, academies or free schools (funded by the Education Funding Agency (ie DfE)).

32. There is no requirement for school staff who provide careers guidance to demonstrate their independence either through qualification or by achievement of the matrix standard.

33. Whether a school has its own sixth form is often the determining factor when it is deciding whether to allow other local education providers to inform their pupils about post-16 options. The following tables are taken from the same survey of Colleges cited above.¹²²

<i>11–16 Schools</i>	<i>Percent</i>	<i>11–18 Schools</i>	<i>Percent</i>
Providing pupils with significant access to information about the College offer	55%	Providing pupils with significant access to information about the College offer	18%
Providing pupils with some access to information about the College offer, but could do more	31%	Providing pupils with some access to information about the College offer, but could do more	31%
Providing pupils with poor, limited or no	14%	Providing pupils with poor,	51%

¹²⁰ <http://fechoices.skillsfundingagency.bis.gov.uk/Pages/home.aspx>

¹²¹ AoC website: http://www.aoc.co.uk/en/newsroom/aoc_news_releases.cfm/id/01670054-5B0C-479A-9EB522D2EE4DFFC7/page/10

¹²² AoC survey on Information, Advice & Guidance and Careers in colleges, March 2012

<i>11–16 Schools</i>	<i>Percent</i>	<i>11–18 Schools</i>	<i>Percent</i>
access to information about the College offer		limited or no access to information about the College offer	

34. Despite the new statutory duty on schools, a practical guide from DfE¹²³ and our own guidance on independent advice and guidance developed jointly with ASCL¹²⁴, young people in schools do not have any guarantee that they will receive objective careers advice. Neither the policy nor the resources available to schools will ensure that careers guidance focuses on individual need.

October 2012

Written evidence submitted by EEF, the manufacturers organisation

OVERVIEW

1. EEF, the manufacturers' organisation, is the voice of manufacturing in the UK, representing all aspects of the manufacturing sector including engineering, aviation, defence, oil and gas, food and chemicals. With 6,000 members employing almost 1 million workers, EEF members operate in the UK, Europe and throughout the world in a dynamic and highly competitive environment.

2. In order for the sector to continue to grow, manufacturers must have access to a pipeline of talent. Their ability to attract this talent however, is often dependent on young people receiving impartial careers advice so they are able to make informed decisions about their future throughout each stage of the education system. If young people are unaware of the opportunities that stem from a career in manufacturing, this will hamper the industry's ability to recruit the workers they need to grow now and in the future.

3. We have therefore made the following recommendations throughout our submission:

- (i) Careers "awareness" or "inspiration" should begin in Primary School, with careers "guidance" being introduced later at Secondary School.
- (ii) The good work of external organisations that promote specific careers, such as Primary Engineer, should be embedded in other subject lessons.
- (iii) The current guidance for schools should be more assertive as to what should be delivered and head teachers should ensure that teachers are given clear objectives as to what careers provision should achieve.
- (iv) Government should explore ways to incentivise schools to offer alternative pathways such as Higher Apprenticeships.
- (v) Work experience should be seen as beneficial at both KS4 and KS5 and should be encouraged at both Key Stages.
- (vi) Government should explore the possibility of assessing employability within schools to encourage schools to be proactive in getting young people prepared for the world of work.
- (vii) There should be a compulsory professional development requirement for teachers to spend between two to five working days a year each within a business to gain first-hand experience of the workplace.
- (viii) Average earnings of occupations, specifically STEM roles should be published in a place accessible to all young people.
- (ix) Government must be fully committed to programmes that promote specific industries such as *See Inside Manufacturing* and ensure that demand from schools meets the supply provided by employers. Furthermore, it must encourage those schools and businesses that are currently unengaged in such activities.
- (x) We must increase the number of specialist STEM teachers in schools.
- (xi) We must allow state schools, as well as Free Schools and Academies, to employ professionals without Qualified Teacher Status (QTS) to both ensure an even playing field and give all pupils access to be taught by industry professionals.
- (xii) Government must develop a one-stop-shop that coordinates the different schemes that help broker the relationship between schools and local employers with guidance to help businesses decide which one(s) will be most suitable for them.

THE DEMISE OF FACE-TO-FACE CAREERS ADVICE

4. We believe the fundamental element of careers guidance is face-to-face advice. This service was previously delivered through Connexions, at a value of around £200 million per year. The delivery of Connexions was

¹²³ Securing Independent Careers Advice: A Practical Guide for Schools available at www.education.gov.uk

¹²⁴ AoC/ASCL briefing on information, advice and guidance available at www.aoc.co.uk

often seen as patchy and its effectiveness was very much dependent on the input from local authorities. The Government decided that the costs of Connexions outweighed the benefits and as such an all-age-careers service was seen as an appropriate alternative and gained cross-party consensus. This is what has now evolved into the National Careers Service.

5. The National Careers Service launched in April 2012 aims to provide an all-age careers service. However, face-to-face guidance is only offered to those over the age of 19. It is probably too early to measure the effectiveness of this service; however it is crucial that the Government reviews the service and its effectiveness to ensure that it is delivering the objectives it was set up to achieve. In addition, information available on the site must be monitored to ensure it is both accurate and up-to-date.

6. In conjunction with this, responsibility for careers guidance will fall to schools from September 2012. However, the funding that was previously given to Connexions and other careers advice services has not been transferred to schools. There is an increasing concern that schools, with already limited resources, will look for web-based careers advice that will not have the effectiveness of one-on-one advice. We already know that an online portal is currently being developed and will be launched shortly. There may be an increasing temptation to allow young people a dedicated number of hours in their school term to browse online services without any real direction.

7. Given that young people face more choices about their career prospects than ever—decisions to attend studio schools or UTCs at 14, GCSE subject choices, academic or vocational qualifications—and the growing number of changes to the further and higher education system more generally, it seems now is a time where real support and guidance is needed more than ever. This is where any available funding should be targeted. The decisions made at an early stage of a young person's life have significant impacts on their futures, and this cannot be ignored.

EXTENDING CAREERS ADVICE AND INTRODUCING CAREERS AWARENESS

8. Following amendments to the Education Act 2011, schools now have a duty to “*secure access to independent careers advice for pupils in years 9 to 11*”. We believe the current statutory requirement to introduce careers advice for years 9 to 11 should be extended to Year 8 also, a possibility that is currently being explored by the Department for Education. This is mainly due to the fact that young people, along with their parents, must make various choices at 14 such as deciding whether to attend a state school, Academy, University Technical College or studio school. If young people are unaware of what is available to them and what can be achieved through various progression routes, they run the risk of being encouraged down a route that is not suitable for them, and is likely to hamper their ability to progress in the future.

9. Moreover, we believe that careers “advice” must begin at a far earlier age. **We believe that this should be termed “careers awareness” or “careers inspiration” and should begin in primary school.** This does not need to be the sort of level that would be expected in secondary school, but a general awareness of what young people could become in the future and the various choices they may have moving into secondary school and beyond. Therefore we would like the Government to promote the idea of “careers awareness” in primary schools and to provide schools with guidelines and resources as to how they may want to incorporate this into the curriculum at primary level.

10. External organisations are seeing the importance of engaging young people in careers-based activities to help raise awareness of specific occupations and sectors. EEF members have recently engaged with Primary Engineer which works with primary school children to promote engineering and engage young people in engineering based activities. If young people are learning about engineering through initiatives such as Primary Engineer, then a degree of awareness should be raised in the classroom as to what subjects they may want to choose going into secondary school or which paths of education will work well for them should they then wish to pursue a career in engineering for example in the future. **The good work of these external programmes in promoting careers should be embedded in other subject lessons.**

11. If the Government decides to implement proposals to extend the statutory advice to Years 8, we also think it is important to include young people aged 16 to 18 (KS5). The National Careers Service only offers face-to-face guidance with those over 19, therefore the 16 to 18 bracket is left out of any real guidance—we believe that this is a vital age that young people make many decisions about their futures. Careers advice and guidance should follow young people throughout their education so they are able to make informed decisions about their future.

NEED FOR EMPLOYER ENGAGEMENT

12. The Education Act 2011 imposes a statutory responsibility upon schools requiring them to offer guidance but lacks any sort of direction as to how this should be delivered. The guidance from the Secretary of State made pursuant to the Act (footnote?) states that the “Education Act 2011 inserts a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers advice for pupils in years 9–11”, where independent is defined as “external to the schools”. The guidance goes on to suggest that some level of employer engagement should be included, whether this is through school visits, mentoring or careers fairs, but this is very general. The guidance itself only requires that schools “have regard to the guidance” as opposed to follow it.

13. Some employers have suggested that many education-business links fail due to a lack of preparedness of the school and a lack of clear objectives on what engagement with external sources such as businesses looks like. **The guidance should be more assertive as to what should be delivered and head teachers should ensure that teachers are given clear objectives as to what careers provision should achieve.**

14. Many schools will dedicate a certain number of periods a year for careers guidance. Although this can be beneficial as it focuses young people on the subject in hand, we believe that careers advice should be incorporated throughout all subject lessons. For example, local manufacturing employers should be invited into schools to speak to young people during Maths lessons to teach them about the importance of Maths in their own careers and how they use Maths in their jobs. This will be far more effective and valuable than web-based resources where young people are left to their own devices to seek information.

SUPPORTING VOCATIONAL EDUCATION IN SCHOOLS

15. We welcome the Government's emphasis on apprenticeships, with a particular focus on 16 to 19 year olds and Higher Apprenticeships, as is support given by various parliamentarians to improve the status of vocational qualifications. However, there is still some way to go before we see an equalisation of status of academic and vocational qualifications. Without impartial careers advice, the commitment to support apprenticeships and vocational education more generally will be lost by the lack of demand by young taking this route.

16. There are increasing concerns amongst employers that the much generalised wording of the guidance will not suffice. The guidance provides at paragraph 11, "careers guidance must also include information on all options available in respect of 16 to 18 education or training, including apprenticeships and other work-based education and training options". If those with responsibility of delivering careers advice in schools do not have a good working knowledge of apprenticeships for example, then they will be unable to provide the information to young people to help them make informed decisions.

17. The lack of awareness of apprenticeships amongst young people is apparent. A recent report entitled *Routes to success*¹²⁵ revealed that, although young people thought they had a good understanding of apprenticeships, further questioning showed their knowledge was inaccurate and shallow. Moreover, apprenticeships were seen as "developing only a narrow set of skills" and even "slave labour". Furthermore, young people seem to be more aware of apprenticeship programmes within larger companies, but there is an underwhelming awareness of what is also available within SMEs, many of them right outside their school or home doorstep. This is reflected by the fact that larger, more established organisations find their apprenticeship programmes oversubscribed and therefore are able to attract the best talent, whilst smaller firms struggle to attract applications in the first instance.

18. The rise in tuition fees may lead to an increasing number of young people considering going down a vocational route, such as an apprenticeship, rather than study at university. A recent EEF survey revealed that 19% of employers thought that the rise in fees would lead to a surge in the number of applications for their apprenticeship programmes. It is therefore more important than ever for those delivering careers advice to possess a sufficient depth of knowledge about all aspects of vocational and academic learning and able to signpost young people to any additional information that may be available externally.

19. Some employers are concerned that schools have become "production lines for qualifications" without a clear understanding of their applicability to a business environment. Much of this is seen to be attributed to the way schools' performance is measured and the pressure on them to deliver tangible qualification achievement results, and not looking at the employability of young people upon leaving the education system. As such, there is a general perception that many teaching staff in schools favour academic pathways as opposed to vocational routes, which may not be suitable for the individual learner or to meet the needs of the market. **The Government should explore ways to incentivise schools to offer alternative pathways such as Higher Apprenticeships.**

THE ROLE OF QUALITY WORK EXPERIENCE

20. The decision to implement Professor Wolf's recommendation to remove statutory work experience at KS4 has caused some disquiet amongst employers who are concerned that young people will no longer experience the work place until they enter the labour market at a later age. We fully understand the benefits of offering work experience to 16 to 18 year olds, as recommended by Professor Wolf in her report. However there are some concerns that young people at KS5 generally know the route they want to take and as such have made various decisions (GCSE subjects, A levels, FE, UTCs etc.) prior to this time. What work experience offered at KS4 was a flavour of a real working environment and an idea of what would be expected from them in the future. It also gave young people a taste of a specific sector and/or occupation. **For this reason, work experience should be seen as beneficial at both KS4 and KS5.**

¹²⁵ Careers Academies UK (2012), *Routes to Success*

21. A recent report by the UK Commission for Employment and Skills (UKCES) cautioned the “death of the Saturday job” with fewer young people mixing education with part-time employment.¹²⁶ If work experience opportunities are not offered at KS5 (as it is not compulsory), and young people are not proactively seeking work outside of their studies, then there is the risk that young people will not have any form of work experience upon leaving the education system, which will significantly impact their employability skills and prospects for the future.

22. **We believe the Government should explore the possibility of assessing employability within schools.** In the knowledge that they will be assessed in this area, schools are more likely to introduce more work-based activities and secure work experience opportunities for pupils. Studio Schools recognise the need for young people to develop employability skills and as such place a large emphasis on work experience (four hours per week at KS4 and two days per week at KS5). These students will therefore leave the education system with an array of employability skills, most likely putting them at an advantage when applying for jobs in the future.

23. In order for young people to undertake work experience, employers must be willing and able to offer these opportunities; however many businesses say there are barriers that prevent them from doing so. A recent EEF survey revealed that employers did not engage with schools, FEs and HEIs through activities such as work experience because of time constraints (59%), health and safety regulations (36%) said the administrative burden associated with doing so (31%).

INCREASING TEACHER KNOWLEDGE OF THE BUSINESS ENVIRONMENT

24. For too long, employers have felt that any vocational learning provided by schools does not provide a realistic review of a local working environment. Much of this was attributed to the fact that many teachers enter into education without the experience of a business environment.

25. **Therefore we suggest that there is a compulsory professional development requirement for teachers to spend between two to five working days a year each within a business to gain first-hand experience of the workplace.** This would enable employers to communicate to teachers what is expected from their pupils upon leaving school, sixth form or college. It will also help demonstrate how skills and knowledge learnt within schools can be applied to the real world, which can then be relayed to the pupils. This should be seen as “work shadowing” where teachers are able to observe local employees in their working environments. If it proves effective, *Inspiring the Future* could be extended to include this, so that teachers are able to seek work shadowing opportunities with local employers.

STEM SPECIFIC CAREERS ADVICE

26. STEM subjects are of key importance to a wide range of employment opportunities, and it is vital we get this message out to young people. From September 2012 universities must provide Key Information Sets (KIS) on their websites which will go some way to help young people make informed decisions on choosing institutions and courses. Although this is a step in the right direction, we believe more can be done to encourage the take up of STEM subjects at FE and HE level.

27. **Average earnings of occupations, specifically STEM roles should be published in a place accessible to all young people.** KIS offers young people information on earnings from the individual institutions, but a single portal where this information is readily available in one place would add to the effectiveness of KIS. A model similar to milkround, which is a successful programme providing graduates with key information on what they can do with their degrees, applying for jobs and much more could be developed targeted at those entering FE or HE with STEM-specific information and guidance.

28. We support the House of Lords Science and Technology Committee’s recent recommendations on STEM.¹²⁷ The Committee recommends making STEM careers and subject choices more accessible to students, parents and teachers. This could be achieved through a model mentioned above and could be run by, or in conjunction with STEMNET and its Ambassadors programme. The Committee also encouraged the use of new technologies by, for example, commissioning a STEM careers App. Exploring new options such as this help young people to access information instantly.

29. To ensure that young people have access to the knowledge they need in this area **there needs to be more specialist STEM teachers in schools.** Statistics from the Department for Education revealed that over a quarter of Maths teachers did not have an HE level qualification in their subject which demonstrates the real need to introduce more STEM specialists into schools.¹²⁸ It was recently announced that Academies and Free Schools will be able to hire teachers without Qualified Teacher Status (QTS), with the aim of employing professionals, such as engineers, as well as experienced teachers from overseas, who may be extremely qualified

¹²⁶ UKCES (2012) *The Youth Employment Challenge* Available at: <http://www.ukces.org.uk/assets/ukces/docs/publications/the-youth-employment-challenge.pdf>

¹²⁷ House of Lords Select Committee on Science and Technology (2012), *Higher Education in Science, Technology, Engineering and Mathematics (STEM)* subjects Available at: <http://www.publications.parliament.uk/pa/ld201213/ldselect/ldsctech/37/37.pdf>

¹²⁸ The Telegraph (July 2012), *Children being taught by under-qualified teachers*, Available at: <http://www.telegraph.co.uk/education/educationnews/9395084/Children-being-taught-by-under-qualified-teachers.html>

but do not have QTS status.¹²⁹ **Extending this to state schools will both ensure an even playing field and give all pupils access to be taught by industry professionals.** This is reflective of Professor Wolf's recommendations 17 and 18 in her report *Review of Vocational Education*.¹³⁰

30. The Government should look to pilot this idea in the next academic year to assess whether an increase in the number of STEM teachers with a specialist STEM background, including those without QTS, positively impacts upon the number of young people that study these subjects at FE and HE level.

BRINGING TOGETHER YOUNG PEOPLE, PARENTS AND TEACHERS

31. Careers advice for young people is not just a relationship between the “advisor” and the young person. It can, and should, involve others who have an interest in the choices of that young person, including their parents. Careers fairs for example can be a great opportunity for young people and their parents to hear about the options available to them. Schools should be more proactive in seeking opportunities to either visit careers fairs or create their own, with the support of local employers, who, more often than not, are more than willing to be involved. We hope that programmes such as *Inspiring the Future* will broker such relationships.

32. Some employers, knowing the importance of involving parents, ensure that parents are part of the agreement of a young person's choice. For example, employers within Yorkshire and The Humber region upon developing their own apprenticeship programme required the signature of the apprentice's parents as well as the apprentice themselves. This ensured that all interested parties were aware of what was involved in the programme, what was expected and what opportunities would be available for the apprentice upon completion of the programme.

ADVISING YOUNG PEOPLE THROUGH THE YOUTH CONTRACT

33. Youth Unemployment is at one of the highest levels we have seen in decades. In a bid to address the growing number of 16 to 24 year olds that are not in education, employment or training (NEET), the Government launched the Youth Contract, a £1billion package to get young people into, or back into, work. As the Youth Contract is delivered by Jobcentre Plus (JCP), JCP now plays an even bigger role in advising and signposting these young people to routes of employment, education or training that will be most beneficial.

34. The Youth Contract itself offers routes to work experience, apprenticeships and a combination of these two. JCP advisors must ensure they understand their client's individual needs and not assume that “one size fits all”. A young person on the Work Programme for example may be encouraged into full-time employment through a wage incentive scheme, when their talents and skills are more tailored towards vocational education such as an apprenticeship. As well as supporting these young people back into work through the quickest means, it should also be the most effective and provide long term employment. Without impartial, tailored advice, there is a risk that these young people will slip through the net and back onto the Work Programme after a short period of employment.

A MORE JOINED UP APPROACH TO BRINGING TOGETHER SCHOOLS AND INDUSTRY AND PROMOTING MANUFACTURING

35. This year we have seen the launch of *Inspiring the Future*, and the *Speakers into Schools* programme continuing. These schemes do provide opportunities for schools to engage with employers, but there is still a concern that they will not target those schools that are currently disengaged, or those businesses that struggle to make contact with schools—predominantly SMEs. Moreover, with these schemes now running simultaneously to independent programmes such as the Engineering Development Trust, or EDT and Primary Engineer, employers will find it difficult to navigate through the different schemes and may be deterred from signing up to one, or more, of the programmes on offer. **There is a need for a one-stop-shop that coordinates the different schemes available with guidance to help businesses decide which one(s) will be most suitable for them.**

36. This is also true for initiatives that for promote careers in manufacturing more specifically. *See Inside Manufacturing* for example has received mixed reviews. Some events have received a great deal of interest and praise; others have struggled to attract schools to free events, despite being well recognised, established brands. **The Government must be fully committed to such programmes and ensure that demand from schools meets the supply provided by employers. Furthermore, it must encourage those schools and businesses that are currently unengaged in such activities.**

October 2012

¹²⁹ BBC News (July 2012), *Academies told they can hire unqualified teachers*. Available at: <http://www.bbc.co.uk/news/education-19017544>

¹³⁰ Professor Alison Wolf (2011), *Review of Vocational Education—The Wolf Report* Available at: <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00031-2011>

Written evidence submitted by Suffolk County Council

1. *The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges (including schools with 6th forms and academies) and how well prepared schools are to fulfil their new duty.*

1.1 Most staff in schools do not understand the difference between careers education and guidance—ie; careers education part of a universal offer as part of the curriculum for all students; careers guidance—in depth, tailored support from a specialist adviser. Most staff in schools generally see the purpose of careers guidance or careers education to solely provide information and support for young people to make option choices at key transition stages such as KS4 options, post 16 or for HE options—therefore providing Information, Advice and Guidance (IAG) rather than careers guidance which is a much more in-depth process investigating people's self awareness, decision making, motivation and knowledge of opportunities by a trained specialist with in depth knowledge of careers and the labour market and the skills to challenge, support and empower people to make right choices for themselves.

1.2 Careers education is an important element of careers guidance. In Suffolk, there is a mixed picture towards the provision of careers education in schools, in terms of time, resources, quality and provision. A recent survey by the Local Authority has shown that despite careers education and work related learning (WRL) becoming non-statutory, most schools are still planning to continue with careers education. However, as previously stated, this offer can differ from some students getting one or two hours per term at Year 11 from a non-specialist, non-trained tutor, to some students getting an hour a week from specialist, trained staff.

1.3 Access to work related learning, and in particular work experience element of WRL, is less certain and many schools are stopping or reducing their WRL provision. This is particularly pertinent in the light of the recent UKCES report "*The Youth Employment Challenge*" (July 2012) that shows young people's access to work experience and informal networks is critical to the nature of youth employment. Access to work experience and work related learning opportunities is very limited for young people in alternative education or educated outside mainstream school system.

1.4 There are little signs of systematic approaches towards increasing access to work related learning in post 16 schools or 6th form college settings unlike vocational FE settings where WRL is integral to most courses.

1.5 The level of partnership working among schools, colleges and training providers has continued as learning providers work together to meet the RPA measure; this has had an impact on accessibility, communication and trust between providers and the young people in their organisations.

1.6 Schools see impartiality purely as giving access to information about all options ; they do not understand that to be truly impartial means information and advice also needs to be up to date, informed and knowledgeable. There are particular issues around impartiality for Apprenticeships, as students most likely to be able to access Apprenticeships are also potential A level students.

1.7 Around 62% of schools in the county have a 6th form; approximately 50% are small 6th forms (under 200) that provide a limited offer and are under pressure to remain viable.

1.8 Quality varies among and within schools. Some staff have a responsibility for careers education and guidance as their sole job whilst others have this duty as an addition to other tasks. Senior managers who have this responsibility have many other competing pressures and this task often comes with a low priority. Attainment at GCSE or A level is considered a more important criteria of success. The more junior staff, who may have this as their sole responsibility, are not in a position to drive careers education and guidance up the agenda. Access to training, supervision and CPD are often limited by other pressures in the education setting. In order to offer a robust careers education and guidance provision for young people, it is essential that staff responsible are constantly kept informed about latest provision and the state of the labour market.

1.9 The situation in Suffolk regarding mainstream schools and academies preparedness for their new careers guidance responsibilities is as follows:-

- Approximately **8%** (3) schools have made arrangements to comply with the recommendations to secure independent, impartial guidance from a Level 6 specialist with a Matrix accredited provider.
- Approximately **10%** (4) either have internal staff qualified to Level 4 in Advice and Guidance or are in the process of training internal staff to L4.
- Approximately **27%** (10) have secured support from specialist advisers working as a sole trader (not Matrix accredited) who are either employed by the school or working on a self employed basis.
- The remaining **55%** (20) are still in the process of deciding what provision to make.
- Some of this 55% have declared that they will make no provision until they are forced into a stronger position to do so.

The position regarding the monitoring and sanctions for not fulfilling this duty has not been helpful in terms of encouraging schools to take this responsibility seriously. Other competing pressures have taken centre stage.

2. THE EXTENT OF FACE TO FACE GUIDANCE OFFERED TO YOUNG PEOPLE

2.1 The different models described above are also impacting on the extent of face to face guidance for young people. On average, where schools have made arrangements for specialist careers guidance, young people have access for approximately one day per week in a large school. This compares to the two or three days of previous support from the old Youth and Connexions service. In schools where no provision has been made for careers guidance, young people would only have access to information and advice (IAG) from a range of people whose knowledge and impartiality would vary.

2.2 Careers guidance from the integrated teams would be limited to those within the target groups that the service are working with and the experience, skills and resource of the remaining staff and the competing pressures of the service.

2.3 National Careers Service is not offering face to face guidance; the advice they can give can only be generalised as they do not have local knowledge.

3. AT WHAT AGE CAREERS GUIDANCE SHOULD BE PROVIDED TO YOUNG PEOPLE

3.1 Robust, engaging, quality careers education should be available to all young people from Year 5 upwards becoming progressively more tailored as young people reach key transition points in their learning.

3.2 Quality careers education would empower young people to make decisions about if and when they would benefit from specialist careers guidance support.

4. THE ROLE OF THE LOCAL AUTHORITY IN CAREERS GUIDANCE FOR YOUNG PEOPLE

4.1 The role of the Local Authority to provide careers guidance for young people remains for those in LA maintained Pupil Referral Units, EOTAS and those who are NEET and those young people in Youth Offending Institute (regardless of their home area).

4.2 The restructure, of the service, limited resources, reduced work force development makes it difficult to maintain this focus as staff have a variety of skills, knowledge and resources; There is a lack of consistency across the county to supporting the remaining careers guidance responsibility.

4.3 Staff with existing careers guidance skills have not had CPD in this area for some time and feel that their previous skill set are undervalued and becoming deskilled.

4.4 The role of careers guidance as a preventative measure for young people has not been fully embraced across the county as there is now a clear focus on targeted interventions utilising the CAF.

4.5 The Local Authority still plays a role in supporting quality and provision through offering CPD and the opportunity for schools to work for quality awards, organising networking and good practice sharing opportunities.

5. The effectiveness of targeted guidance and support offered to specific groups eg; Looked After Children, Free School Meals, Teenage Parents, Young Offenders, SEN, LDD, risk of NEET

5.1 12+ Integrated Youth Support teams still offer targeted guidance and support to these groups and still have a statutory duty for SEN young people through Section 139a process.

5.2 In order to reach the Raising of the Participation Age (RPA) measure, the Local Authority are encouraging schools to use early identification tools to monitor young people at risk of NEET and to offer extra support and provision to engage them in learning. However, as previously mentioned the skills of the schools to effectively offer careers advice and guidance—as opposed to IAG (helping them progress to the next course) is limited. In addition, early support for these identified young people around aspirational careers guidance, is limited from the Youth Support Services due to other competing pressures such as CAF (Common Assessment Framework) and TAC (Team Around the Child).

5.3 SEN/LDD. Young people attending special schools benefit from good quality careers education which prepares them for progression. 12+ Integrated Youth Support Teams have provided Youth Support Workers to provide guidance and support to the pupils in these schools but not all had previous experience of working with young people of this ability level and their parent/carers. Some of the Youth Support Workers also lacked awareness of opportunities and other sources of support available. However after one year in post these issues have been partially addressed and workers are more confident in both their skill level and knowledge to provide an more comprehensive IAG support to these students

5.4 SEN/LDD. Young people attending mainstream schools should have access to good quality careers education but it may not always be relevant to their specific needs. 12+ Integrated Youth Support Teams have provided Youth Support Workers to deliver the statutory responsibilities to support those with a Statement of SEN and complete a Learning Difficulty Assessment (S139A) for those progressing to a different place of learning post 16. Guidance and support to others with SEN/LDD has varied across the county due to available resources and expertise of staff.

5.5 SEN/LDD. Young people attending colleges of Further Education or Sixth Form Colleges do not have a statement of SEN. The guidance and support available to young people who previously had a statement of SEN and others with LDD varies between colleges and 12+ Integrated Youth Support teams.

5.6 SEN/LDD. Young people with SEN who are educated Out of County no longer receive guidance and support from host authorities. The responsibility rests with the home authority and this can be difficult to deliver at distance.

5.7 SEN/LDD. NEET 16–24. Guidance should be available from the National Careers Service for this group but may not be accessible nor provide the longer term support needed. Lack of knowledge of local opportunities and even geography impacts upon the quality of service the NCS can deliver.

5.8 PRU/EOTAS young people in Ipswich have access to specialised careers guidance through the Local Authority working in partnership with an externally lottery funded project.

5.9 Young Offenders have access to specialist careers guidance whilst in prison. However, there is a lack of coherent and continuous support once they have left the Institution.

6. THE LINK BETWEEN CAREERS GUIDANCE AND THE CHOICES YOUNG PEOPLE MAKE ON LEAVING SCHOOL.

6.1 Careers education and guidance should enable young people to make more informed decisions about their pathways in learning and employment. By using relevant, clear and exciting labour market information it can also encourage young people to think wider than their immediate future and investigate areas that may be outside their current knowledge and experience.

6.2 In the current economic climate, many young people live in areas with limited opportunities for employment. Careers guidance can help encourage a culture of optimism for young people.

6.3 Careers education and guidance is also critical to helping fulfil the future skills demands of the economy on a local, national and global basis. Careers guidance can support young people to develop this knowledge and awareness.

6.4 Careers education and guidance can help young people to challenge stereotypes they may have about certain jobs, careers and ways of learning and thus improve life chances, gender, disability and ethnic barriers and support social mobility.

7. THE OVERALL COHERENCE OF THE CAREERS GUIDANCE OFFERED TO YOUNG PEOPLE

7.1 There is not a coherent offer of careers guidance for young people.

7.2 Their knowledge about where to go for help is very dependent on the school's approach, family support and background and a local authority's youth service structure—this differs between regions and areas; this is in contrast to the national branding and recognition of the Connexions service.

7.3 Most schools do not have any clear information displayed about the National Careers Service.

7.4 The National Careers Service has not been targeted at young people and it is not immediately clear what service is available for them. Young people need a lot of encouragement to use the NCS support lines and the information available is not local enough to meet their needs.

7.5 The National Careers Service website is not localised enough for people's needs and the coverage of local post 16 course provision is particularly limited and not linked up to the local 16–19 prospectuses that many areas have developed.

7.6 Other approaches from national sources eg; from the Horse's Mouth, Plotr, are not joined up to the NCS.

7.7 When young people have been consulted about how they want help with careers advice and guidance, they repeatedly want to talk face to face with someone who knows about them and the opportunities available locally and the chance to experience work, courses and learning opportunities. The current direction of travel appears to be ignoring these views.

Written evidence submitted by CfBT Education Trust

1. ABOUT CfBT EDUCATION TRUST

CfBT Education Trust is a not for profit organisation that has been delivering careers guidance services to young people under Careers and Connexions contracts since 1995. We currently deliver careers guidance services to young people in London and Lincolnshire. We are also the National Careers Service prime contractor in the north east of England.

2. Purpose, nature, quality and impartiality of careers guidance provided by schools and colleges and how well prepared they are to fulfil their new duty

The nature and quality of the careers guidance provided by schools is very patchy. Schools have not received any additional funding to deliver their new statutory duty. Some of the schools we have worked with have found funds to purchase services at a similar level to that which they received under Connexions. Others have chosen to purchase services but at a much reduced level to that which they previously received. Some schools have chosen to employ their own adviser.

Many schools are still unprepared for delivering their new duty. The statutory guidance issued to schools is anything but clear and creates more questions than it answers. We have seen an increase in schools seeking information on careers quality awards as a result.

For example out of a survey we undertook of 35 schools, 6 have not seen the need to link the new duty into their school development plan. 13 have or are continuing to work towards a school quality award for the delivery of CEIAG. In addition a further 7 schools are now considering working towards the quality award in order to understand their role more fully.

In addition there is no duty on school 6th forms or colleges to deliver careers guidance.

There is no clarity on what sanctions if any will be imposed on a school that fails to meet its statutory duty.

3. THE EXTENT OF FACE TO FACE GUIDANCE OFFERED TO YOUNG PEOPLE

As mentioned above schools have received no additional funding and inadequate guidance on how to implement their new duty which has resulted in a very patchy service across the country. Whether a young person receives face to face guidance is now very much a post code lottery and whether they are fortunate enough to be attending a school which places high value on impartial, independent careers guidance. In addition many schools are offering less face to face guidance than was previously available under Connexions. In one area there is a 70% reduction in the amount of face to face guidance available. This is countered in another area where all but one school has purchased guidance services at the same level as they received under Connexions.

4. AT WHAT AGE CAREERS GUIDANCE SHOULD BE PROVIDED TO YOUNG PEOPLE

Ideally children should be introduced to careers and the world of work in primary education to help broaden their view on the range of opportunities available from the very limited view they have based on the adults in their lives and the celebrity culture depicted in the media.

Careers guidance needs to be as a minimum part of a planned curriculum from year 7 preparing young people to make career choices at the end of year 8 (if they are going to a university technical college), year 9 (if they are going into new FE provision), Year 11 on to Year 13 as they move through their post 16 options. The current emphasis of the duty on years 9 to 11 excludes the notion that career decisions are made from year 8 and then become ongoing as people move through education, training and work. This view is backed up by the actions of schools. 30 of the 35 schools we surveyed will continue to deliver careers guidance from year 7 to 11 (and years 12 and 13 where the school has a 6th form).

5. THE ROLE OF LOCAL AUTHORITIES IN CAREERS GUIDANCE FOR YOUNG PEOPLE

Currently local authorities are taking varying views on what their role should be. Some are continuing to provide a guidance service but only to vulnerable young people. Others are delivering their bare minimum ie completion of the Section 139a for young people with learning difficulties/disabilities. Even where local authorities are continuing to offer a careers guidance service it has been cut. In one area 15% but higher in others (50%).

6. The effectiveness of targeted guidance and support offered to specific groups, such as Looked After Children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET

The question presupposes there is targeted guidance for those with SEN and those at risk of becoming NEET in schools. There is no legislation for this to be the case and thus in some areas of England there is none. For example our survey of 35 schools, 24 schools have decided to prioritise statemented young people with access

to face to face careers guidance. 9 schools are reviewing how this will happen. It is unclear how 2 schools will deliver face to face career guidance to their stated young people.

Some schools are prioritising 'at risk' young people for face to face guidance. Some local authorities are either employing or commissioning targeted support for vulnerable young people, in some cases specifying that the workers are guidance professionals but in other cases are employing youth support workers who have no qualifications in careers guidance.

Some local authorities are using their RPA funds to support careers guidance for young people in schools. In many areas following the demise of Connexions there has been a loss of high street branded premises and it is not clear to young people or their parents where they can go for support. A telephone survey in one area resulted in the caller being referred to the former Connexions service which had closed some months previously.

7. THE LINK BETWEEN CAREERS GUIDANCE AND THE CHOICES YOUNG PEOPLE MAKE ON LEAVING SCHOOL

See the Careers Scotland report 'Career Goals and Educational Attainment—what is the link? 2005 and 'Evidence and Impact Careers and Guidance related interventions' Dr Deirdre Hughes CfBT Educational Trust. (2009)

8. THE OVERALL COHERENCE OF THE CAREERS GUIDANCE OFFER TO YOUNG PEOPLE.

There is none. It is more random than a postcode lottery, depending on not only the school you are at but also the local authority area you live in. If there are over 6000 schools in England then there will be over 6000 varieties of delivering the new duty as the guidance is so woolly and the enforcement non existence. Furthermore there will be 147 different varieties of support for students when they leave school as each local authority will manage their services differently, giving no coherent picture for a young person who moves from one area to another.

October 2012

Written evidence submitted by Andrew J McGregor

The following is evidence from a Practising Careers Adviser. It is not meant to mirror more academic submissions but be a set of experiences of the issues of Guidance in Practice

The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty

1. If the basic premise of Careers Guidance is to enable young people to make well informed, reasoned, decisions to enable them to make the best of the educational opportunities available to them to help them to prepare for lifelong learning and employment I would wish the select committee be aware of some direct, recent (from September 2011) personal, experiences as a Careers Adviser working in schools for over a decade in Merseyside taken from my own experiences and those of immediate colleagues.

1.1 Example 1. The Adviser was called in to see the Head Teacher to be asked, in the presence of school senior staff, "Why are you advising year 11 pupils to go to college when we have a 6th form?" The Adviser in question was actually making year 11 pupils aware of all their options from college to apprenticeships to the school 6th form

1.2 Case study 2. The school that collected college brochures from year 11 pupils "for safe keeping" after the college had done a presentation at an assembly of year 11 pupils. These brochures were later found in the school bins. The Careers adviser retrieved them all and gradually posted them out to pupils.

1.3 Case study 3. The year 11 group were every pupil who asked about an apprenticeship to their Careers Adviser started their sentence with "I want to do an apprenticeship but only after I have been to the school 6th form

In each of the above schools none were prepared for their new duty.

THE EXTENT OF FACE-TO-FACE GUIDANCE OFFERED TO YOUNG PEOPLE

2 By June 2012 the Connexions Centre I was based in had closed and the team of 10 Careers Advisers had been broken up. Of the six schools the team covered it was estimated that in September 2012 there would be around a half of what there was in terms of face to face provision. One notable Academy school was planning to provide no face to face guidance seeing it as "unnecessary."

AT WHAT AGE CAREERS GUIDANCE SHOULD BE PROVIDED TO YOUNG PEOPLE

3 As a Professional Careers adviser with many years experience I clearly observed that young peoples Career Ambitions changed with their developmental transitions. In my view Young People need Guidance in Year 9,

10 and 11 but it should be expected that their ideas will change and need informing through a proper Careers education Programme that makes them aware of all their options. Year 11 Guidance remains critical.

THE ROLE OF LOCAL AUTHORITIES IN CAREERS GUIDANCE FOR YOUNG PEOPLE

4. In my experience were local authorities work effectively and pro-actively with their career services young people benefit. My colleague in Bury works for a supportive council and their young people have benefitted as a result.

The effectiveness of targeted guidance and support offered to specific groups, such as Looked After Children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET.

5.1 I have personally worked with all such vulnerable groups. The work is extremely demanding and resource heavy and in my experience most effective were an Adviser can build an ongoing relationship with a young person. New contracting arrangements from September 2011 have already seen the ability of Advisers to do this effectively removed or limited. Because of this in my personal experience and working alongside colleagues young people are now NEET would not have been in this situation 12 months ago.

5.2 Targeted Guidance and support works. However it should not and cannot be at the expense of the provision of a “universal” service to young people and often a relatively short intervention for such universal groups can make an enormous and radical difference.

THE LINK BETWEEN CAREERS GUIDANCE AND THE CHOICES YOUNG PEOPLE MAKE ON LEAVING SCHOOL

6.1 Example 1. The young person who attended a Careers Centre this A Level results day wishing to do medicine with Grade “A” in subjects totally unsuited for this subject. They had not had access to any Careers guidance in their school and the school had informed them they did not need Chemistry A Level.

6.2 Example 2 The school that spoke to a Careers Adviser because “too many able pupils were going to Apprenticeships and not into the 6th form.”

6.3 Example 3. The school that spoke to a Careers Adviser because they were “negatively affecting recruitment to the media studies course” when the Careers Adviser in Question was using the Russell Universities guide to A Level Choice to ensure rigorous academic A Level Choices were made.

6.4 In each of the 3 examples above the choice made after year 11/leaving school were fundamentally positively altered by the intervention of a Careers Adviser

6.5 Essentially if I see a young person they are more likely to know, understand, recognise and transition to a well informed, reasoned, choice of their own. In summary they are more likely to transition to an apprenticeship, a college course or more appropriate A Level Choice as opposed to inappropriate choices such as Level 2 Btec’s when an apprenticeship or college course instead.

THE OVERALL COHERENCE OF THE CAREERS GUIDANCE OFFERED TO YOUNG PEOPLE

7.1 My experiences vary from the school with a comprehensive Careers Library and Full Programme of Careers Education to working quite very literally out of the broom cupboard in a school with no Careers library or careers Education Programme

CAREERS PROFESSIONALS AND CPD

8.1 As an employee of a Charity I am able to access full, proper, ongoing continuing professional development. I recently attended a meeting of “freelance” Careers advisers none of which could do this, planned to do this or could afford to do this. When I approached the subject of Labour Market Information with this group they recognised its importance but were open in stating they had no access to it at all. At the same meeting they openly stated that they would/could *not* give impartial guidance because “everyone knows that if you say anything that the school do not want to hear you will be out on your ear!”

8.2 Continuing Professional Development has allowed me to be able to advise young people to the required high standard as to opportunities appropriate for them. It is critical and freelance Careers Advisers simply cannot undertake this.

CONCLUSION

I will conclude with a short, true story, not that long ago I parked my car in a car park when by chance a young man with his partner and child parked opposite, I looked at him and he looked at me then said “you’re Andrew J McGregor aren’t you?” not recognising him I said yes. He called his partner out and as I slowly recognised him he said words to the effect of “this was the man in my school who did not give up on me after the teachers had because I had been in trouble with the police, this is the man who helped me recognise what I was good at and that I had worth, he wasn’t cool or trendy but he saw me in school then got me on a pre-apprenticeship course, kept in contact with me and helped me get an apprenticeship proper and if it were not

for him I would probably be in prison and we would not have all we have now. He and his partner shook my hand and went off.

My now redundant colleague who continued similar work in the school is no longer there because from September it is an academy with no Information, Advice and Guidance provision at all and neither the universal young people nor the targeted ones will be seen by the only person who is truly impartial and on their side—the Careers Adviser.

I implore the committee to hear evidence face to face and put in place pro-active steps to restore the Careers Profession were it can truly make a difference as it has and as it can.

October 2012

Written evidence submitted by Melanie Jameson, Dyslexia Consultancy Malvern & Christopher Rossiter, British Dyslexia Association

The effectiveness of targeted guidance and support offered to specific groups, such as those with special educational needs or disabilities and those at risk of becoming NEET

1. Our specialism is Dyslexia and related conditions, namely Dyspraxia, Attention Deficit (Hyperactivity) Disorder, Dyscalculia and Asperger's Syndrome. These are often found to overlap; together they are termed Specific Learning Difficulties/Differences (SpLDs).

2. Research has established that 4% of the population is severely affected by Dyslexia; the figure rises once the other SpLDs are taken into account. This translates at roughly one child per class. Dyslexia and SpLDs make up the largest group of students in higher education with a disability. Dyslexia is a congenital neurological condition affecting the processing of information. While demonstrating a recognisable pattern of difficulties, individuals have a unique SpLD profile, which certainly should have been assessed by Year 9, leading to appropriate support. Unfortunately, this is not always the case. Research suggests that the earlier interventions are made, the better outcomes for the children concerned.

3. Due to prevalence of SpLDs and the way in which this may impact on students' educational and occupational success, career advisers need an awareness of Specific Learning Difficulties. Career advice offered to young people should take account of the individual's SpLD profile, which contains both areas of inherent difficulty and ability.

4. Areas of ability can include:

- Visualisation
- Problem solving
- Verbal communication
- Spatial Awareness
- Unusual creativity

5. Areas of difficulty can comprise:

- Short-term and working memory [see NOTE]
- Maintaining attention/distractibility
- Literacy attainment
- Time management and organisation

NOTE Short term memory refers to retaining things seen or heard briefly whereas working memory may be described as information you need to hold in your head while performing a task.

6. Areas of interest and ability are generally the starting point for career guidance, but, in the case of young people with SpLDs, these may need to be reconsidered in the light of their particular problem areas. Will these impact on possible vocations?

Do the career pathways generated by the guidance session incorporate a degree of flexibility to enable young people with SpLDs to attain their employment goals, despite their Specific Learning Difference?

7. The following are key factors:

- Compensation, such as technology (eg text-to-speech programs)
- Accommodations (such as extra time in testing)
- The flexibility to develop and operate a range of coping strategies.

8. As with other disabilities, career advisers may need to highlight a range of factors which can affect an employee with a disability. These include:

- Equality and inclusion schemes, such as 2 Ticks employers
- Equality legislation and entitlements, such as Reasonable Adjustments during interviews and in work

- The Access to Work programme—in particular the support now available on work experience placements (announced July 2012)
- The implications of disclosure during recruitment processes or whilst in-post.

9. Young people going on to Further or Higher Education should be advised to contact the learning support department/Student Services at their chosen institution. In the case of Higher Education, they should be informed how to access entitlements via the Disabled Students Allowances. This expertise should be available within school learning support units.

10. We are aware of higher rates of SpLD amongst excluded pupils, those in referral units or secure children's accommodation and NEETs. Guidance, usually offered to this population at alternative venues such as Youth Centres, must take account of possible SpLD factors which may not have been identified.

11. A significant proportion of people with Dyslexia and Dyspraxia experience visual stress—a condition which hampers reading because print can appear blurred, unstable or glaringly bright. The individual is frustrated by frequently losing the place. Further information is available on www.dyslexia-malvern.co.uk/visualstress; specialist treatment is advisable.

Providers of information, such as career advisers, can lessen the impact of visual stress symptoms by ensuring that printed matter is well spaced, at least font size 12, on off-white or pastel paper. Whole words in block capitals and fancy fonts should be avoided. Use of plain English and diagrams also improves accessibility.

12. We strongly urge the committee to ensure that all career advisers officers have at least a basic awareness of these issues and know how to access further information. We are aware both of lower levels of employment amongst people with disabilities, and of significant under-employment. One way to remedy this is to equip young people with the knowledge of their legal rights and routes to support.

13. Transition is particularly challenging for people with SpLDs. A well-informed career adviser can fulfil an important role, both directly and indirectly, though signposting. Although Dyslexia and related SpLDs are generally recognised in educational contexts, this is regrettably not the case in the workplace.

The British Dyslexia Association and Dyslexia Consultancy Malvern are able to provide an information sheet for the careers service. Please contact us about this matter

October 2012

Written evidence submitted by Bryan Summers

1. It would appear that only New Zealand and the Netherlands have Implemented similar policy for schools for Career Guidance, but they gave funds to the schools. Schools in England need to find the money from existing resources. It is a recipe for disaster for students 13–19 that will making important decisions over the next few years. Ofsted only need to report that schools are not offering quality Impartial Career Guidance.

Rt Hon M Gove does not take successful transitions for students seriously. Is M Gove just a minimalist?

2. Students when asked prefer face to face Information, Advice and Guidance. Web sites offer Information and then you need a an Adviser to help you make your decision. Students need to be helped and prepared to make their own decisions.

3. Target Guidance helps only some young people. The committed and confused are left out of this system.

Able young people are often confused about the right choice to make for FE, Career and HE. Discussing options with a impartial adviser can help them to make good decisions.

4. The aim of Career Guidance: to raise aspirations and achievements of young people,

Support career development and management,

Encourage learning,

Challenge discrimination and stereotyping,.

Gain knowledge of labour market, employment opportunities and helping to Increase UK collectiveness.

Reduce social exclusion.

Advise on how to make successful transitions

5. Guidance can include Informing people about relevant learning, training and job opportunities,

Advising—helping young people choose the best option for them, (advising that they need to make their own decisions), Assessing- helping young people asses their own strengths and weakness,

Enabling- support with applications to FE, HE, jobs and training opportunities.

Advocacy and feeding back to training providers gaps in provision..

I feel it is important to say what Career Guidance is and can do to help the nation.

6. Local authorities can offer services to special/additional needs students.

Careers companies can offer range of services to schools .However, schools need to be given the funding.

7. Has the committee researched Scotland and Wales Career Guidance systems?.

8. Career Guidance can make a significant impact for the choices young people make when leaving school.

Helps young people be more aware of opportunities on how to access FE,HE,jobs and training.

Advice on CVs, application forms and Interview technique.

9. The policy of the coalition government lacks any coherence.The policy has made careers education guidance programmes in schools to be no longer a statutory requirement and same with work related learning. In the meantime, young people are being denied career guidance by M Gove.

10. In conclusion, I feel that there is a crisis in career guidance which has been exacerbated by the coalition government policies. At a time of high youth unemployment young people need more support and not less as M Gove advocates. The coalition government just does not understand the problems faced by young people.

October 2012

Written evidence submitted by Warwick Institute for Employment Research (IER)

1. WARWICK INSTITUTE FOR EMPLOYMENT RESEARCH (IER)

1.1 The Warwick Institute for Employment Research (IER) was established by the University of Warwick in 1981.¹³¹ The IER is one of Europe’s leading centres for research in the labour market field. Its work includes comparative European research on employment and training as well as that focusing on the UK at national, regional and local level. The Institute is concerned principally with the development of scientific knowledge about the socio-economic system rather than with the evolution and application of one particular discipline. Professor Jenny Bimrose is the Deputy Director and also leads the careers guidance, learning and counselling team at IER. She is a world renowned expert in careers research, policy and practice, as evidenced by her academic publications and work with practitioners throughout the UK, Europe and internationally.

1.2 Professor Bimrose and research colleagues at Warwick IER¹³² have developed strong research and pedagogy-informed networks throughout the UK, European Union and more widely, for example, labour market intelligence and information developments within the International Centre for Career Development and Public Policy. The team are leading specialists in the provision of career education, careers information, advice and guidance delivery in schools, further education, higher education, local authorities and other community settings. Examples of published works include: “Establishing World-Class Careers Education and Guidance in Kent” (2011–2012); “Developing a Careers LMI Prototype Database” (2012); and “STEM online careers module” (2012).

2. INTERNATIONAL, EU AND HOME NATIONS FINDINGS

2.1 The changing economic, social and technological context in which careers education, information, advice and guidance (CEIAG) now operates in schools, colleges, universities and other community settings is fast changing. Having a future vision and leadership to drive forward a new agenda is necessary to in order to provide some form of continuity amidst the flux of change.

2.2 Three separate but overlapping major national and international policy agendas have CEIAG at their centre. First is the *up-skilling agenda* that seeks to address key skill gaps in the workforce, so that the UK can compete globally and play a leading role in economic growth. Second, is the *lifelong learning agenda*, which aims to facilitate the development of a knowledge society through individuals’ engagement in learning and training. Third, is the *social equity agenda*, which focuses on fair, inclusive and just processes and practices in the delivery of public services.

2.3 Other key policy drivers relate to the increasing pressure to achieve different types of economic growth (Europe 2020 strategy). For all of these and other relevant EU policy agendas, such as The Bologna Process (2020),¹³³ careers services have an important role to play in supporting citizens, not only in managing transitions, but also in **maintaining openness to change and adapting on a lifelong basis**. There is also a growing trend towards customised “flexicurity”¹³⁴ regimes across Europe in which the trade-off between

¹³¹ <http://www2.warwick.ac.uk/fac/soc/ier>

¹³² This includes Dr Deirdre Hughes, OBE, Chair of the National Careers Council and UK Commissioner

¹³³ http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/leuven_louvain-la-neuve_communique%C3%A9_april_2009.pdf

¹³⁴ Sultana, R. G (2011) Flexicurity: Implications for Lifelong Career Guidance—Concept note commissioned by the European Lifelong Policy Network (ELGPN)
<http://www.hzz.hr/docslike/Flexicurity%20-%20Implications%20for%20Lifelong%20Career%20Guidance%20by%20prof.%20Sultana.pdf>

flexibility for employers, and security for employees, is a significant preoccupation of governments in driving forward economic, social and cultural well-being.

2.4 There have been many policy reviews carried out within the last decade by various organisations. More recently, youth unemployment and under-employment is a growing problem that has significant long term consequences for individuals, communities and society. In the last decade, **young people's transitions from school to work have become longer, more complex and more turbulent** (Hughes & Borbély-Pecze, 2012).¹³⁵ National Labour Force surveys (Hoffman, 2011) highlight the magnitude of the problem. Recent findings from the OECD (2011) strongly suggest that policy makers must give greater priority to the challenges associated with youth unemployment, since this is at least 2.5 times higher than the adult rate. Not since 1995 has the issue of youth unemployment featured so strongly in the political, macro-economic and social discourse at a European Union and international level.

2.5 From available research evidence, it is clear that despite systematic progress being made across Europe (and further afield), gaps and deficits in careers provision exist in many countries. There is an urgent imperative in all countries to secure an appropriate balance between providing core services to all (avoiding “marginalising the mainstream”) and targeting intensive services to those who need them most. Given career development policies and provision are located within and across a range of sectors (eg schools, vocational education and training, higher education, adult education, and employment), the services to individuals need to be as seamless as possible. It is important to develop strategies that will help make **good quality careers provision accessible to all whilst reducing unnecessary duplication of provision** from key providers.

2.6 In England, “the requirements of the 2011 Education Act have created a policy environment akin to a torrential storm”¹³⁶ with careers advisers’ identity and status continuing to be challenged as professional-type roles become increasingly open to public scrutiny, market-led environmental factors intensify, and budgets tighten. In the international debate surrounding “**marketisation**” people tend to be either in favour of, or strongly opposed to, the creation of a quasi-market. Meijers (2009) points to challenges in over-simplifying marketisation approaches as leading to decreased quality. Lessons learned from The recent experience in the **Netherlands**¹³⁷ highlight that marketisation of the career services did not result in an improved arrangement, mainly because schools and parents did not wish to pay for the services. For careers provision in England, the importance of **clear standards and quality assurance processes**, for organisations, services (and for practitioners’ skills, training and qualifications), must remain a policy imperative.

3. CURRICULUM DEVELOPMENTS: MODELS OF GOOD AND INTERESTING POLICIES AND PRACTICES

3.1 Evidence suggests¹³⁸ that good-quality CEIAG interventions in schools can have a positive impact on decision-making processes, reduce course switching and drop-out rates, and contribute towards successful transitions within statutory and further education. This is often characterised by a programme that equips young people with essential career-related skills, such as career exploration, self-awareness, and self-confidence. It is tailored to individual need, integrated into the timetable and the wider curriculum, and delivered at relevant points in an individual’s educational career by qualified staff. Findings from the OECD and other studies (Sweet, 2010) highlight that within many schools, career education programmes that develop career management skills often remain an aspiration and many services appear to remain concentrated upon individual assistance for those about to leave school.¹³⁹

3.2 There is a need for careful consideration in terms of rebalancing current levels of face-to-face, web-based and telephone helpline services. This will have significant workforce development implications, for those working in schools, colleges and HEI settings. Four distinct models of careers education curriculum provision can be identified: “*integrated*”, where this is embedded in various ways throughout the curriculum; “*stand alone*”, in which designated activities are delivered in specific identifiable lessons; “*peripheral*” where careers education is somewhat marginalised and ad hoc; and “*transitional*” where provision is in a state of flux because of changes within the institution. The OECD (2004) promotes a **partnership model** and highlights the limitations of an exclusively school/college-based model of CEIAG delivery, which includes:

- a lack of impartiality, and tendency for schools to promote their own provision rather than vocational/academic college-or work-based routes;
- weak links with the labour market, and a tendency to view educational choices as an end in itself without attention to career adaptability and longer-term career resilience.

¹³⁵ Hughes, D. & Borbély-Pecze, T.B. (in press) *Youth Unemployment: A Crisis In Our Midst*, European Lifelong Guidance Policy Network (ELGPN), Finland: University of Jyväskylä.

¹³⁶ Lightman, B. (2012) *The Role of Schools and Colleges in Meeting the Requirements of the Education Bill 3rd Broadcast National Conference: IAG, London*, Neil Stewart Associates Policy Review TV. Available at: <http://www.policyreview.tv/video/671/5126>

¹³⁷ Meijers, F. (2001). The effects of the marketisation of career guidance services in The Netherlands. *International Journal for the Advancement of Counselling*, 23 (2), 131–149.

¹³⁸ Bowes, L., Smith, D., and Morgan, S., (2005). *Reviewing the Evidence-base for Careers Work in Schools: A systematic review of research literature into the impact of career education and guidance during Key Stage 3 and Key Stage 4 on young people's transitions*. Derby: CeGS

¹³⁹ Sweet, R. et al. (2010) *Making Career Development Core Business*, Victorian Departments of Education and Early Childhood Development and Department of Business and Innovation, Melbourne, Australia

- inconsistency and ad hoc arrangements which, in the absence of strong policy levers, result on schools and colleges offering patchy provision both in extent and in quality.¹⁴⁰

3.3 Strong CEIAG **leadership and vision** are two essential components required to make Partnership Agreements work effectively within the context of School Improvement Plans. There is also scope to involve parents more fully in supporting their off spring(s), as illustrated in ongoing labour market intelligence and information (LMI) developments in North America. Well developed support systems, underpinned by impartial information, advice and guidance, are required to ensure that young people (and their parents) are empowered to make well-informed decisions. Many young people from a wide range of socio-economic and cultural groups have indicated that specialist knowledge on labour market opportunities, potential career routes, and access to both “formal” and “informal” learning opportunities is expected. A decade ago, national research conducted on behalf of the Learning & Skills Council (2002) indicated that more than half (54%)¹⁴¹ of parents questioned did not know what options are available to their children when they leave school, and 70% feared broaching the subject because their attempts to do so lead to arguments. One other key issue is that **LMI needs to be mediated as part of the careers guidance process** for particular purposes. For example, in working with young people on the value of STEM subjects to future careers. A key finding from recent research is that there has to be **an interpretative layer between the raw statistics and the user**.

4. DELIVERY OF RESOURCES: HIGH PERFORMING SYSTEMS

4.1 A recent international review, undertaken on behalf of the Welsh Assembly Government (Bimrose & Hughes, 2012),¹⁴² highlighted four possible scenarios that reflect contemporary transformation in careers provision. High performing systems are context specific, defined in terms of either *one or a combination* of the following: school performance; advancements in the use of ICT; utilisation of effective tracking systems and connectivity to the labour market; and/or feature some form of outsourcing contract arrangements. Lessons learned are not always easily transferable to other countries. Examples from **Wales, Scotland and New Zealand** highlight ways of further integrating services and developing a more unified approach.

4.2 In **Finland**, guidance is a compulsory subject within the curriculum and there are clear guidelines for comprehensive and upper secondary schools, specifying the minimum level of guidance services permissible, together with a web-based service to support institutional self-evaluation of guidance services. Attempts have also been made to embed guidance policy issues in national in-service training programmes for school principals. Finland’s Employment Office also employs some 280 specialised vocational guidance psychologists. Each has a Masters degree in psychology, and also completes short in-service training.

4.3 In **Denmark** there exists a “mixed model” with the public sector leading on integrated online provision. The Ministry of Children & Education has recently overseen the management and delivery¹⁴³ of an all-age National Guidance Portal “UddannelsesGuiden”.¹⁴⁴ Alongside this initiative, an “e-guidance centre” resides within the Ministry in January 2011 to service the needs of young people, adults, parents, schools, colleges, training providers and employers. The work is also linked directly to the Youth Guidance and/or Regional Guidance Centres focusing mainly on targeted provision. A professional development section is available on the website for guidance practitioners (eVejledning¹⁴⁵). The Ministry also has a new youth database system in place to collect data on all 15–29 years olds (in accordance with the Danish Civil registration system). New legislation has also been introduced that requires every young person to have an educational plan with the Youth Guidance Centres. Schools and youth guidance centres are strongly linked.

4.4 In **Canada** there is no well-defined and accepted definition of what comprises a “career guidance professional”, except perhaps in Quebec, where it is specifically defined by a Master’s level education. However, many provinces are adopting non-mandatory Certification that requires various levels of career development related training.¹⁴⁶ National Standards and Guidelines exist that are not prescribed, but are adopted by many in differing ways across jurisdictions. These represent the glue that binds career guidance/development in Canada. At least three strands to their guidance/career development delivery system operate: (i) K-12 with “guidance” often embedded as an add-on course in the provincial school curriculum, very often taught not by a guidance counsellor but a teacher with available time (which can result in poor “buy in” from educators on career/guidance delivery). However, there is some availability of one to one guidance counselling in high school (typically a short appointment to review educational planning); (ii) Post-Secondary Career Guidance through Career & Health Centres and Co-op Education in Colleges and Universities; and (iii) Public Employment Services—Canada’s public employment services contract many career guidance services to community organisations, which are often seen as more attuned to the needs of particular groups: single parents

¹⁴⁰ Organisation for Economic Co-operation and Development (2004). *Career Guidance and Public Policy: Bridging the Gap*. Paris: OECD.

¹⁴¹ Research undertaken with a representative national sample of 300 parents of 14–18 year old young people in England by Taylor Nelson Soffres in 2003, on behalf of National LSC (Source: Learning and Skills News—20 August 2002).

¹⁴² Bimrose, J. & Hughes, D. (2012) *Research Study on Costs Associated with a Revised Remit and Structure for the Careers Wales Service*. Cardiff: Welsh Assembly Government.

¹⁴³ The previous Conservative government committed an investment of 50m Danish krone (that is, 10m krone as an annual investment over a 5 year period) on the national portal, but with no dedicated marketing budget. Instead, careers practitioners have promoted the use of the portal in classrooms and within their day-to-day practice.

¹⁴⁴ www.ug.dk

¹⁴⁵ eVejledning is platform for chat, telephone & email guidance.

¹⁴⁶ Information about what is happening in British Columbia can be found at: <http://www.bccda.org/cert-criteria.cfm>

or Aboriginal people, for example. It can be argued that because the Public Employment Services are the a driving factor in moving the field forward in Canada, since they are often out-sourced to community-based agencies that have a specific career development mandate and offer open access for citizens from 16 onward. This trend is also emerging **in England**. In Canada, the private sector has led on the development of virtual careers services for adult client groups, across a geographically spread population. Contracts are tendered by the government that focus on particular populations, for different purposes. Other models of practice (such as the **United States and the Netherlands**) feature the free market as a determining factor of careers guidance provision.

5. URBAN AND RURAL: ICT CONNECTIVITY?

5.1 This generation of young people expect services to be available in digital format and to be able to access the information and advice they need at a time of their choosing. The proliferation of the use of technologies has combined with other factors (like changes in family structure and decline in manufacturing industries) to bring about profound shifts in how young people make sense of themselves. Information and communication technologies (ICT) also ensure that young people now have access to an instant, international, dynamically-shifting and vast range of stories and forms of knowledge that can inform their identity management.

5.2 The recent review of the UK's technological readiness indicates how the Government is examining ways of ensuring that the most disadvantaged young people are not left behind because they lack the technical facilities they need in their homes. There is equal concern about adults who are disadvantaged because they lack crucial digital life and work skills. There is a real danger that disadvantaged individuals, with a particular need for careers guidance support, will be excluded if service delivery comes to depend on access to ICT before national policies address the twin issues of digital infrastructure and digital user skills.

6. IMPACT OF BUDGET CUTS

6.1 In terms of the cost reductions required to meet budgetary constraints that are a reality, the twin dimensions of **ICT integration and workforce competency** are likely to be pivotal. In general, careers services are gradually recognising the need to demonstrate both economic and social returns on investment—not only in their work with clients—but also in the context of effectiveness and impact. With so many competing policy strategies that require investment alongside reductions in budgets, it is increasing apparent that alternative and/or complementary funding models are becoming necessary. In broad terms there are three alternative policy strategies for publicly funding careers support services:

- resourcing this through public funding as a free service (currently available in the four home countries of the UK);
- offering it as a fee-paying service (for example, like that available in independent schools); or
- embedding access to careers support in other provision (for example, within schools curricula, further education, vocational training, community learning and higher education programmes).

Each of the three strategies has problems: the public-funding option is likely to be regarded as too costly; the fee-paying option as excluding those unable or unwilling to pay; the embedding option as endangering impartiality. Therefore a “mixed strategy” is required for the future that draws upon a wide range of potential funding sources, wherever most appropriate.

7. PROFESSIONALISATION

7.1 A drive towards stronger **professionalism** of careers guidance is supported by international and emerging EU evidence. The OECD review and more recent international studies have indicated that a number of European countries are now making significant moves towards more specialised training.¹⁴⁷ Career guidance sector “in many countries is changing as career guidance becomes a separate practice and a distinct occupation, pushing the sector towards professionalisation”.¹⁴⁸ The recent work of the UK Careers Profession Alliance¹⁴⁹ is creating new possibilities for careers teachers, careers advisers, career coaches and other qualified professionals to join a UK-wide register of practitioners suitably trained and qualified to deliver high quality careers provision. In parallel to this, UKCES is supporting the development of the Welfare to Work workforce. There is scope to further strengthen these arrangements.

8. CONCLUSIONS

8.1 A reinforcement of **strong leadership, vision, impartiality and equal opportunities** as key principles underpinning careers education, information, advice and guidance services for all young people and adults should be given priority.

¹⁴⁷ Cedefop (2009). *Professionalising Career Guidance: Practitioner Competences and Qualification Routes in Europe*, p.24. Panorama Series 164. Luxembourg: Office for Official Publications of the European Communities.

¹⁴⁸ Reid, H. (2007). *Study on the Accreditation Schemes of OECD Countries*, p.7. Turin: European Accreditation Scheme for Career Guidance Practitioners.

¹⁴⁹ <https://www.cparegister.org/>

8.2 The Communiqué of the Sixth International Symposium on Career Development and Public Policy, held in Budapest in December 2011, recommends that where countries have established a **career development policy forum**, they consider what structure would best suit their needs, and how they can draw from the experiences of other countries. In this regard, the **National Careers Council** performs a vital role.

8.3 A national strategy, to help steer England's career guidance system and services toward a model that will better address both individual needs and public policy goals, could be the next step.

October 2012

Written evidence submitted by Ofsted

Overall, it is too early for Ofsted to judge how well-prepared schools are to fulfil their new duty to secure access to careers guidance for their pupils. This will be the main focus of a survey, commissioned by the Department for Education that Ofsted is carrying out on careers advice. We intend to publish the final report, which will be based on inspections of secondary schools, in summer 2013.

Ofsted is also planning to carry out a survey on foundation learning for 16 to 18 year-olds, which is a programme to support young people into employment, education or training. The report will focus on the quality and impact of careers guidance received by the young people. The findings are expected to be published in spring 2013.

The evidence given below draws upon Ofsted national survey reports published between 2010 and 2012.

- *Apprenticeships for young people* (Ofsted 2012). This good practice report presents some of the common factors that have led to high performance in the work of 15 providers extensively involved in delivering apprenticeships to young people. It includes an evaluation of how the providers successfully recruited young people as apprentices and introduced them to the world of work.
- *Economics, business and enterprise education* (Ofsted 2011). This report evaluates strengths and weaknesses in economics, business and enterprise education in primary schools, secondary schools and colleges.
- *Girls' career aspirations* (Ofsted 2011). This report evaluates the extent to which careers education, guidance and other provision can raise aspirations and inform the choices of courses and careers by girls and young women to support their long-term achievement. It identifies weaknesses and examples of good practice in these areas.
- *Moving through the system—information, advice and guidance* (Ofsted 2012). This report focuses on the importance of providing high quality information, advice and guidance to enable young people (as well as their parents and carers) to make thoughtful and well-informed choices about their next steps in education, training or employment, particularly at age 16 and beyond.
- *Progression post-16 for learners with learning difficulties and/or disabilities* (Ofsted 2011). This survey evaluates the arrangements for transition from school, and the provision in post-16 settings, for learners with learning difficulties and/or disabilities up to the age of 25.
- *The special educational needs and disability review—a statement is not enough* (Ofsted 2012). This review was commissioned to evaluate how well the existing legislative framework and arrangements served children and young people who had special educational needs and/or disabilities. It considered the early years, compulsory education, education from 16 to 19, and the contribution of social care and health services.

The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty

1. Ofsted's recent surveys found that when careers guidance was provided by the schools themselves, its quality varied. The three most critical factors in determining the quality of careers guidance were: the priority given to it within the school curriculum; the extent to which the staff providing it had enough knowledge or experience to do so effectively; and the impartiality and breadth of the advice. The introduction of national standards for this work had helped to raise its profile but, at the time of most of the visits (between 2008 and 2010), the surveys found no evidence of consequent improvement in the quality and consistency of the provision of careers services.

2. The Connexions service generally provided good support in the institutions visited. Nevertheless, particularly in the secondary schools visited, careers education was sometimes taught by those who did not have sufficient and up-to-date knowledge and, in some cases, the provision was perfunctory. The information, advice and guidance given were not always sufficiently impartial about the options available to young people at the age of 16, for example where secondary schools had their own sixth forms. Schools that had made careers guidance a high cross-curriculum priority had good links with a wide range of employers and ensured that their work-related learning and work experience programme provided pupils with good opportunities to explore their possible career options. Effective activities included: experience or work tasters; workplace visits

to allow direct observation of a professional at work; mentoring activities; and extended discussion with a professional about what their job was actually like.

3. Young people aiming to progress to study at level 3 (including AS and A levels) and then progress to university received good support and guidance. However, course and career choices made by the girls and young women in the schools and colleges visited were predominantly stereotypical and mirrored the national picture of take-up of courses.

4. The weakest area of careers guidance related to progression to vocational training, especially apprenticeships. The better provision involved good links with employers and well-coordinated work experience, but almost every young person interviewed for the survey on apprenticeships said that the internet was their first step in finding information and researching potential employers and apprenticeships. Inspectors came across several examples of bright young people feeling that they had been derided by their teachers for wanting to progress to work-based learning, particularly in care or hairdressing, rather than staying on at school.

THE EXTENT OF FACE-TO-FACE GUIDANCE OFFERED TO YOUNG PEOPLE

5. Ofsted is unable to comment on the extent of face-to-face guidance currently offered to young people in schools. This will be one of the main focuses of the forthcoming survey on careers guidance.

6. Colleges, including sixth form colleges, and independent learning providers are generally effective at ensuring that learners have good information on their courses at interview and at induction. The weaker aspect of their service is often careers guidance to support learners as they decide on their next step. This tends to be near the end of their course, which can restrict learners from making decisions about their future options at an earlier stage.

AT WHAT AGE CAREERS GUIDANCE SHOULD BE PROVIDED TO YOUNG PEOPLE

7. Despite the fact that it was never a statutory requirement to provide enterprise education and work-related learning at Key Stages 1 to 3, the better schools surveyed generally regarded it as an essential element of the whole-school curriculum. Such guidance helped to prepare children and young people for their futures within the complex and dynamic economic, business and financial environment in which they live. It also helped support the development of ideas for a future career.

8. In the survey on career aspirations for girls and young women, careers education was weak in Key Stage 3. This made informed choices of courses and careers difficult. In particular, the girls interviewed had only limited knowledge and understanding of how their choices influenced their future pay and progression. Eleven of the 12 mixed schools visited were not doing enough to promote the confidence, drive and ambition of girls and young women to take risks in challenging vocational stereotypes. The 13 all-girl schools said that confidence and competitive attitudes were easier to promote in the absence of boys.

THE ROLE OF LOCAL AUTHORITIES IN CAREERS GUIDANCE FOR YOUNG PEOPLE

9. Since 1 April 2012, local authorities have had responsibility for the transition arrangements for careers guidance until 1 September 2012. As they will continue to have responsibility for careers guidance for vulnerable young people, the section below comments on local authorities.

The effectiveness of targeted guidance and support offered to specific groups, such as Looked After Children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET

10. In all of Ofsted's surveys, there was considerable variation in the quality of advice and guidance, and, in particular, a failure to meet the needs of some of the most potentially vulnerable young people. In the local authorities visited, young people who had learning difficulties and/or disabilities were disproportionately represented among those not in education, employment or training and this was true even in the authorities generally performing above the national average.

11. In the survey on progression post-16 for learners with learning difficulties and/or disabilities, a lack of expertise was found to have a considerable negative impact on the quality of planning for transition. This was because of a lack of knowledge about learners' needs and the range of local provision that might meet those needs. The recommendations for further study at post-16 made in learning difficulty assessments were not sufficiently objective or based solely on need. Work-based learning provision was rarely considered as an option. Where there were good plans, specialist staff had involved the young person successfully and enabled her or him to consider a range of provision.

12. The surveys found better examples of pre-16 careers guidance and related courses for a discrete group of students, such as Travellers, or excluded students who had become disengaged with traditional school learning. This involved discrete projects or provision led by specialist staff who were skilled at successfully engaging young people who, for a variety of reasons, had not previously made a successful transition at age 16 to employment or participation in any form of education or training.

13. The support and guidance provided for looked after children was more effective in the local authorities that had a virtual headteacher or an officer with specific responsibility for this group. Ofsted has no specific evidence about the effectiveness of support for children eligible for Free School Meals, teenage parents or young offenders.

THE LINK BETWEEN CAREERS GUIDANCE AND THE CHOICES YOUNG PEOPLE MAKE ON LEAVING SCHOOL

14. Ofsted does not have the necessary evidence to address this question directly. However, there is evidence that shows where young people had work experience at school to help them decide on an apprenticeship, they were more likely to make good progress in that apprenticeship.

15. Young people who had experienced visits to work places, visits to schools by employers and careers events valued getting face-to-face advice from an employer. As stated, young people who had undertaken well-organised work experience, or some form of vocational taster courses while still at school, were more successful in making good progress with their apprenticeship framework than those starting straight from school without such experience.

16. Most of the students in the secondary schools visited were given good opportunities for enterprise activities and other work-related experiences. However, work experience was not always timed or managed well; its evaluation was a major weakness and seven of the secondary schools did not have systems to evaluate the impact of work experience on students' learning and development or eventual career options.

THE OVERALL COHERENCE OF THE CAREERS GUIDANCE OFFERED TO YOUNG PEOPLE

17. Although work experience could provide young people with a useful insight into their possible career options, it was often poorly coordinated locally. This is mainly because most schools in an area select the same weeks for Year 10 students to undertake work experience and the numbers that employers can accommodate in the more popular vocational areas are limited. Employers should be given the opportunity to respond to more requests for such experience across a wider time frame.

18. All our surveys found the monitoring of learners' destinations to be weak. Too little was known about the destinations of learners once they had left post-16 provision. Too many of the local authorities visited did not use the data they held well enough to track the progress of young people and they were therefore not able to evaluate the effectiveness and impact of the strategies that they had put in place. Five of the local authorities visited knew little about the progress and destinations of care leavers after the age of 16, and only a small number of the secondary schools visited knew how well their students who had left at the end of Year 11 were doing.

19. A more systematic national approach to the collection and analysis of data about learners' destinations would help to ensure that limited public resources are deployed effectively to support learners in making a successful transition to adult life.

October 2012

Further written evidence submitted by Ofsted

When considering leadership and management in a school, inspectors take account of a wide range of evidence; this includes evaluating the extent to which 'pupils have gained a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training'. In order to be judged at least good, the *School inspection handbook* is clear a school should ensure pupils are well prepared for the next stage in their education, training or employment.

However, there are no 'sub-judgements' and no separate grade for careers education and guidance. This is because following the Education Act 2011, changes to the inspection framework since January and September 2012 have led to a focus on the four key judgements (pupils' achievement; the quality of teaching; pupils' behaviour and safety and, the leadership in and management of the school).

Ofsted does not inspect against statutory compliance other than for some safeguarding matters. In addition, schools which were judged outstanding overall at their last inspection are now exempt from routine inspection unless risk assessment identifies a concern. Many schools judged good have up to five years between inspections, unless risk assessment based mainly on the schools' performance data suggests that an inspection may be warranted.

December 2012

Written evidence submitted by Centrepoint

SUMMARY

- The closing of local Connexion services in many local authority areas is having a disproportionately negative effect on disadvantaged young people such as those Centrepoint supports. Of particular concern is the removal of a guarantee of face-to-face guidance and the ending of the offer of holistic advice, including on issues such as benefits, housing and homelessness.
- Furthermore, there are considerable gaps in the new careers guidance offer delivered via the national careers services and learning providers such as schools and colleges. Of particular note:
 - By focusing only on schools, sixth form and FE colleges, the most disadvantaged young people may miss out on provision altogether
 - Even if young people are studying in the relevant institutions, there is no guarantee of face-to-face guidance
 - There is no mechanism by which to ensure a consistently high quality of advice and guidance
- Centrepoint urges DfE to act urgently to remedy this situation, either through an extension of the offer provided by the NCS, or by ensuring that local authorities continue to provide face-to-face careers guidance for disadvantaged young people.

About Centrepoint: *Centrepoint is the leading national charity working with homeless young people aged 16 to 25. As well as being a registered social housing provider, we run Workwise: a sector-based work academy for young people. On arrival at Centrepoint, over half (55%) of the young we work with are not in employment, education or training (NEET), but this falls to 29% by the time they leave our services.*

I. INTRODUCTION

1. Centrepoint works with 1000 disadvantaged young people every year. As well as providing supported housing, we provide learning options and careers advice and guidance through our dedicated learning team. We have worked closely with local Connexions services since its inception in 2000, as well as with colleges and other learning providers. Our work with young people over 40 years has given us a valuable perspective on how changes in provision of careers guidance has affected disadvantaged young people.

2. We are extremely concerned by the reduction of careers services that has occurred over the last two years. In particular, we are concerned that the loss of Connexions services in many local authority areas and the significant gaps in the new set of entitlements to face-to-face guidance is disproportionately affecting disadvantaged young people. Furthermore, we worry that the lack of consistent, good quality careers advice is proving damaging in other policy areas, such as the raising of the participation age (RPA) to 18 by 2015. We pursue these points in more detail below.

3. The young people that we work with also feel very strongly about the loss of careers services in many of the areas in which they live, and in particular the loss of face-to-face guidance. The Centrepoint Parliament—a group of young people that Centrepoint works with who have been elected by their peers—has made careers guidance the subject of their main campaign. As part of this campaign, they recently staged the critically acclaimed “Nine Rooms” theatrical event to highlight the impact that lack of good quality advice and guidance can have on young people’s lives. You can find more information and see videos of the event at www.centrepoint.org.uk/9rooms.

II. What do disadvantaged young people think about careers guidance?

4. In a recent survey of the young people that Centrepoint works with, only 41% of young people rated careers advice provide by schools or colleges as “very good” or “good”. This compares to 63% who rated Connexions services as “good” or “very good” and 77% who rated Centrepoint careers provision as “good” or “very good”.¹⁵⁰ The discrepancy between school/college provided careers guidance and Connexions provided careers guidance is shown in table 1, below. These findings are consistent with other research that has found that disadvantaged young people—for example, those in pupil referral units—are generally positive about Connexions services and more positive than their less disadvantaged peers.

Table 1: Connexions vs. school/college provided careers guidance

Service providing careers guidance	Those that found it “poor” or “very poor”	Those that found it “good” or “very good”
Connexions	2%	63%
School/college	34%	41%

5. The perceived gap in quality of provision between Connexions and schools/colleges is extremely worrying as it is the latter that are expected to be the primary provider of face-to-face advice and guidance for young

¹⁵⁰ Centrepoint, *Opportunity lost? The experiences of homeless young people in accessing education, training and work*, forthcoming.

people under the new careers offer. If nothing else, this suggests that schools and colleges will need additional support in commissioning quality careers guidance, in a nascent market and with no additional funding for procurement. Over time, it is important that the government continues to look at whether the “learning provider-led model” for commissioning careers guidance services provides an effective offer for young people, and in particular disadvantaged young people who are likely to need more intensive support.

6. There were a number of reasons that young people rated Connexions services more highly than a school/college based system for careers. Firstly, Connexions services offered advice and guidance on a wide range of different areas and could signpost young people on to a range of different support services, including homelessness services such as Centrepoint. They were thus a source of assistance in a number of areas that matter to young people. One young person interviewed as part of our research said:

“Connexions really helped me. I love Connexions. Connexions helped me get this hostel when I was homeless”

Female young person, 20

7. Secondly, Connexions workers are trained youth careers professionals and so are likely to be able to offer more informed advice and guidance than their counterparts in schools or colleges. As another young person said:

“[School careers advice was an] awful, impersonal, waste of time with people that don’t really know much about the current jobs market”.

Male young person, 21

III. What are the problems with the new careers offer?

8. The widespread loss of Connexions throughout the country, caused by the effective removal of the £200 million funding it had hitherto received and the removal of local authorities’ duty to provide careers services, has meant that a guarantee of holistic, face-to-face guidance has vanished for many young people. We have three major concerns with the new careers offer for young people which has largely replaced Connexions:

- (a) By focusing only on schools, sixth form and FE colleges, many disadvantaged young people will miss out on provision altogether
- (b) Even if young people are studying in the relevant institutions, there is no guarantee of face-to-face guidance
- (c) There is no mechanism by which to ensure a consistently high quality of advice and guidance

i. By focusing only on schools, sixth forms and FE colleges, many disadvantaged young people will miss out on provision altogether

9. Many of the young people that Centrepoint support left school at an early age. We are therefore concerned about the main duty for careers advice resting with schools and colleges as, even when the threshold is raised in line with RPA, this will only cover those in mainstream FE institutions. It will not cover young people in work-based training and “re-engagement provision”, and it will also fail to catch NEET young people, who are arguably in greatest need of guidance. In the past, Connexions played an important role in supporting vulnerable young people who had access to very little other assistance. It was also important in referring young people to wider support services, including Centrepoint accommodation services. Without this universal provision, Centrepoint is therefore extremely concerned that the most vulnerable are going to be left without the support they need.

10. The extent of the duty for post-16 learning providers to provide careers guidance is far from comprehensive, and is likely to miss young people in alternative education and training provision. We welcome the proposals contained in the recent consultation document on careers, that the Department will look at what steps can be taken to provide careers guidance for those young people who are not in mainstream post-16 educational institutions, including those young people in work-based training, sector-based work academies and learning programmes classed as “re-engagement provision” under RPA. It is extremely important that these young people who need careers guidance the most are not denied access to it.

11. However, DfE has yet to publish any concrete proposals in this area. Furthermore, it is unlikely that the “learning provider-led” model of careers provision will extend to this group of institutions, for two reasons. Firstly, the Department has been reluctant to put duties on providers that are not publicly funded. Given that many “re-engagement providers” are funded either privately or through the European Social Fund, this could prevent a block to extending duties in this way. Secondly, many re-engagement providers are small-scale organisations and as such would not have the capacity—in terms of either staff or resources—to offer quality careers guidance. We fear, therefore, that this is not a viable model for reaching the thousands of young people in this type of learning provision.

ii. Even if young people are studying in the relevant institutions, there is no guarantee of face-to-face guidance

12. Due to a lack of funding, Centrepoint is extremely concerned that many colleges will not be able to offer more than access to online advice. For those with no parental support, poor literacy or other support needs, face-to-face support is crucial to help young people fully understand their options. A face-to-face meeting can be helpful in:

- (a) Initially engaging the young person. Those who have faced trauma or are living chaotic lifestyles may not immediately recognise the need to participate, so a face-to-face meeting can be crucial in convincing them of the value of education and training to their long-term plans.
- (b) Maintaining their involvement in education by building relationships between young people and careers advisors who can help them overcome barriers to their ongoing participation.
- (c) Supporting young people, for example those with additional needs, who might be unsure about using a website or telephone service. It is also worth noting that even the “freephone” national careers service number is not currently free from mobiles, which are often young people’s only easily accessible option.

13. Research has consistently shown the value of face-to-face careers guidance for young people. Research from the NUS and the Learning and Skills Improvement Service found that: “when asked to indicate how they would prefer to receive help and support in the future, the majority of survey respondents (64%) stated face-to-face as their first preference. This is contrast with just 3% who reported that their preferred mode of delivery was ‘by telephone’... with one in six (16%) learners stating that they would prefer to access information [via the internet]”.¹⁵¹

14. Research from Careers England found that: “There is significant evidence that people want personal face-to-face career guidance... Whilst it is true that face-to-face sessions are more expensive than other channels, they are frequently more inspirational too; hence they represent good value for money”.¹⁵²

Table 2: current and proposed careers entitlements for young people

Age	Education status	Telephone? (National Careers Service: 0800 100 900)	Online? (https://nationalcareers.service.direct.gov.uk)	Face-to-face? (at eg Jobcentre, school or college)
14—16	In education or training	Yes	Yes	Maybe (if at a school which provides it)
	Not in education or training	Yes	Yes	No
17—18	In education or training	Yes	Yes	Maybe* (if at a college or other FEI which provides it)
	Not in education or training	Yes	Yes	Maybe* (if 18 and on out of work benefits)
19—24	In education or training	Yes	Yes	Maybe (only three sessions if on out of work benefits, or one session if not)
	Not in education or training	Yes	Yes	Maybe (only three sessions if on out of work benefits, or one session if not)

iii. There is no mechanism by which to ensure a consistently high level of quality of advice and guidance

15. The guidance to learning providers only requires schools to provide “impartial” advice to young people who are enrolled with them. Given the fact that they have been given no extra funding and often have low levels of experience of commissioning, it is not clear what quality of service will be offered. We welcome the fact that the government has introduced the “matrix” professional standard for providers, but this is an area that needs to be kept under review.

IV. THE EFFECT OF A REDUCED CAREERS OFFER ON OTHER POLICY AREAS

16. By way of conclusion, we briefly chart the adverse impact we believe that the reduction in careers services is having on two other policy areas, one of which is related to DfE, one to other government departments. The first concerns the raising of the participation age (RPA). Connexions services were crucial in planning RPA. One local authority official in communication described Connexions to us as “the glue that was supposed to hold the pieces of RPA together”. However, now that this network of support has all but gone, it presents a number of practical problems:

¹⁵¹ NUS and LSIS (2012) *Complex need, complex choices*, p. 48.

¹⁵² Careers England (2011) *Looking to the future*, p. 4.

- The mechanism by which local authorities encourage young people who are NEET to re-engage is diminished and it is not clear how many councils will be able to effectively target and support young people without the help of Connexions advisors, or similar.
- Local authorities' ability to identify young people who they currently do not know about (up to a third of 16 and 17 year-olds in some local authority areas) is severely reduced.
- Voluntary and community sector services, such as Centrepoint who work with some of the most vulnerable young people will not get the support from Connexions they once had to support the hardest to reach 16 and 17 year-olds into education and training.
- Young people aged 16 and 17 who are in receipt of jobseeker's allowance (JSA) and who used to only be able to claim JSA by going through Connexions—thus enabling them to be get support from that service—may no longer do so in many areas.

17. The second policy area upon which the new careers offer may have a detrimental impact is youth homelessness. In the past, as indicated above, many of the young people that have come to Centrepoint have been referred to us by Connexions. In some cases, young people were not aware they were homeless (eg because they were "sofa-surfing" at friends houses, or sleeping in an abandoned building) until they received advice from a Connexions advisor. Our concern, now that this holistic source of information, advice and guidance is no longer available, is that the number of homeless young people in this situation will increase, as young people may increasingly fail to be referred on to housing and homelessness support services.

V. CONCLUSION

18. Centrepoint has significant concerns about the government's current careers guidance offer for young people. The limited scope and content of provision for all young people are of concern, but we fear that these deficiencies will be of particular detriment to disadvantaged young people. Our experience suggests that young people who are NEET, or otherwise disengaged—including the young people that we work with—may fall through the holes in provision and feel the loss of guaranteed face-to-face guidance particularly acutely. As such, we recommend that DfE urgently look at what can be done to remedy this situation, either through an extension of the offer provided by the NCS, or by ensuring that local authorities continue to provide face-to-face careers guidance for disadvantaged young people.

October 2012

Written evidence submitted by National Governors' Association (NGA)

1. INTRODUCTION

1.1 The National Governors' Association (NGA) welcomes the inquiry to be held by the Education Select Committee on the topic of careers guidance. Preparing young people for work is an incredibly important aspect of schooling, and one that has in the past been inconsistent between institutions.¹⁵³

1.2 In this written response we will answer the following questions posed by the Education Select committee, in turn:

- the purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty;
- at what age careers guidance should be provided to young people; and
- the link between careers guidance and the choices young people make on leaving school;

2. The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty.

2.1 The quality and impartiality of careers advice and guidance, has in the past, been found to be inconsistent between schools. A study by Ofsted in 2010 found that the provision of careers guidance in around half the schools visited for the report, concerns were raised by inspectors about the completeness and/or impartiality of the careers advice and guidance provided.¹⁵⁴ Advice was found to be more impartial when the school did not have a sixth form attached, and all pupils were going elsewhere.¹⁵⁵

2.2 Wright (2005)¹⁵⁶ in a review of the research on 14- 19 transitions also found evidence that information and guidance on post 16 options that was either comprehensive or impartial was lacking in many schools.

¹⁵³ Ofsted (2010) Moving Through the System—Information, Advice and Guidance. Accessed on 22/08/2012 <http://www.ofsted.gov.uk/resources/moving-through-system-information-advice-and-guidance>

¹⁵⁴ Ibid. p11

¹⁵⁵ Ibid. p12

¹⁵⁶ Wright, S. (2005). Young peoples decision-making in 14–19 education and training: A review of the literature. Nuffield Review of 14–19 Education and Training Briefing Paper 4, London, Nuffield Review of Education

2.3 It is for these reasons that NGA supported the changes to careers provision, with the proposal that extra resources to be provided for the additional duty on schools.

3. AT WHAT AGE CAREERS GUIDANCE SHOULD BE PROVIDED TO YOUNG PEOPLE.

3.1 As we indicated in our recent consultation submission to the Department for Education on careers guidance, we believe that the requirement for schools to provide face to face careers guidance should be expanded both to 16—18 year olds, as well as downwards to year 8 pupils. However, as many schools have indicated to us, in order to provide such services additional funding for these needs to be available.

3.2 When the section 29 Education Act 2011 brought into effect the requirement for schools to provide independent careers guidance, no additional money was forthcoming from the Department for Education.

3.3 The need for career guidance above the age of 16 seems obvious. Although pupils will have made important decisions at the age of 16 on whether to go onto further study or work, further guidance is necessary after this point to assist young people make the correct decision on whether to go into higher education, an apprenticeship, or work.

3.4 Where historically this age range may have gone to the Connexions service, with its closure, there is a need for guidance. Although the government has set up a careers website,¹⁵⁷ the academic research in this area suggests that, especially in regard to young people from poorer backgrounds, what is more useful to them is face-to-face guidance.¹⁵⁸

3.5 NGA believes that the 16—18 period is just as important as the 14—16 age group, and so the requirement should be extended, with appropriate funding provided from the Department for Education.

3.6 The advantage of providing a fully funded careers service that provides targeted face-to-face guidance is that costs can be reduced elsewhere. In 2010, an Audit Commission Report highlighted the costs of 2008 NEET (16—18 year olds not in education, employment or training) cohort over their lifetime as being £13 billion with a further £22 billion in opportunity costs.¹⁵⁹

3.7 As Simon Hughes MP outlined in his report to the Prime Minister and Deputy Prime Minister on the topic of access to higher education, careers guidance and advice should be provided by schools at the ages of 13–14 as well as post 14 and post 16.¹⁶⁰ Such access would allow pupils to be thinking about their choices ahead of time, so that any decision is well thought through.

3.8 Further to this, research has shown that although many students make their final decisions on post 16 education or training in year 11, many students are thinking about this earlier on in their school education. A study by Foskett and Hemsley-Brown (2001)¹⁶¹ found that 42% began the process in year 10 with 5% beginning the process before age 13.

4. THE LINK BETWEEN CAREERS GUIDANCE AND THE CHOICES YOUNG PEOPLE MAKE ON LEAVING SCHOOL.

4.1 On this topic research has shown the effect that careers advice, education and guidance has on a young person and the choices that they make. For example, a study by Blenkinsop, McCrone, Wade and Morris (2006)¹⁶² found that pupils where their school provided comprehensive and impartial careers information and guidance appeared to be more rational in their decisions, weighing up the information that they had received.

4.2 It is, however, important that the advantages and benefits of careers advice and guidance are not simply measured in so called “hard” outcomes, but the ‘soft’ outcomes are also taken into account.¹⁶³ Bimrose et al¹⁶⁴ for example, found that guidance was particularly useful when it enabled people to focus ideas, provide insights and improve self-confidence. These it can be said, are the precursors to decisions about life after school.

¹⁵⁷ www.nationalcareersservice.direct.gov.uk accessed at 17/08/2012

¹⁵⁸ Howieson, C and Semple, S ‘Help Yourself: Can Career Websites Make a Difference?’ Centre for Educational Sociology, Edinburgh University, CES Briefing No. 56, October 2011.

¹⁵⁹ Audit Commission, ‘Against the Odds: Re-engaging Young People in Education, Employment or Training,’ July 2010, p4

¹⁶⁰ Hughes, S, ‘The Hughes Report’, Report to the Prime Minister and Deputy Prime Minister from the Advocate for Access to Education, July 2011, at p10 & 17

¹⁶¹ Foskett, N. & Hemsley-Brown, J. (2001). *Choosing Futures: Young people’s decision-making in education, training and career markets*. London: Routledge Falmer.

¹⁶² Blenkinsop, S., McCrone, T., Wade, P. and Morris, M. (2006). ‘How do young people make choices at age 14 and age 16?’ RR 773, London, DfES

¹⁶³ Sachdev, D., Harries, B. and Roberts, T. (2006). *Regional and sub-regional variation in NEETs—reasons, remedies and impact*. London: Learning and Skills Development Agency

¹⁶⁴ Bimrose, J., Barnes, S-A. and Hughes, D. (2006). *Developing Career Trajectories in England: The Role of Effective Guidance*, Coventry, Warwick Institute for Employment Research.

4.3 The effectiveness of careers guidance is often tempered by the many variables that can affect the decision. These can include the quality of the careers guidance on offer,¹⁶⁵ as well as the parental socioeconomic status.¹⁶⁶

October 2012

Written evidence submitted by the National Care Advisory Service (NCAS)

1. EXECUTIVE SUMMARY

1.1 The National Care Advisory Service (NCAS),¹⁶⁷ part of Catch22,¹⁶⁸ is the national advice, support and development service focussing on young people's transition from care. Our response focuses on how best to provide careers guidance for older young people in care and care leavers. It looks at the role of local authority children's services to support this vulnerable group of young people raise their aspirations.

1.2 Careers advice to looked after children and care leavers is an essential part of the support that corporate parents provide to their young people. All parents have a role in supporting young people in identifying career choices and creating opportunities to achieve their aspirations, and when the state is your parent it is all the more important that it taps into its resources to do this well. Care leavers tend to have poorer education, training and employment outcomes than their peers and are more likely to need additional support to catch up with education or training or take up careers guidance at a later stage than other young people. Many also need pre-employment support to prepare them for work and education before, or in conjunction with, careers advice.

1.3 Statutory duties to care leavers include responsibility to help care leavers plan their future careers and provide opportunities to achieve their aspirations. However, despite these duties career planning for looked after children and care leavers is variable. Through our From Care2Work programme¹⁶⁹ we have seen some excellent examples of good practice within local authorities, including specialist careers advisers within leaving care teams and joint working with external providers such as Connexions. Yet this support is not available everywhere and in other local authorities career planning is limited.

1.4 Leaving care services are especially concerned with the loss of Connexions in many areas and the impact this will have on their work. Many no longer have access to any specialist careers advice and rely on personal advisers and social workers to support young people, who may only have general advice to give in this area, not specialist knowledge. We know that the numbers in and leaving care are increasing at a time when service budgets remain static or reduce. Thus, local authorities have to make increasingly diminishing resources stretch further to meet the needs of more young people, this can impact on the quality of support, including careers guidance.

1.5 In this response we highlight a number of key issues to consider in relation to careers guidance for looked after children and care leavers:

- Local authority duties to care leavers and looked after children, including young people placed out of area
- Best practice gathered through the From Care2Work programme
- The impact of funding cuts on services and issues with quality and variability of careers guidance support
- The importance of ongoing, flexible support, joint working and information sharing and training and awareness of the employability and careers guidance needs of looked after children and care leavers for the whole workforce that supports them.

1.6 We believe that in order to ensure that there is careers guidance provision that meets the needs of looked after children and care leavers the following recommendations should be implemented:

- Ofsted inspections of local authority services for children looked after and care leavers should scrutinise career planning and employability of looked after children and care leavers within local authorities and by external providers.
- Local authorities should work towards the From Care2Work Quality Mark in order to ensure that they are compliant their statutory duties to support career planning.

¹⁶⁵ Ofsted (2010) Moving Through the System—Information, Advice and Guidance

¹⁶⁶ Pitcher, J. & Green, A.E. (1999). Factors Affecting the Choices Made by Young People Aged 16. Warwick: University of Warwick. and Lloyd, T. (2002). Underachieving Young Men Preparing for Work: a Report for Practitioners. York: Joseph Rowntree Foundation/YPS. Available online at: <http://www.jrf.org.uk/bookshop/eBooks/1842630903.pdf>

¹⁶⁷ For more information about NCAS see: www.leavingcare.org

¹⁶⁸ For more information about Catch22 see: www.catch-22.org.uk

¹⁶⁹ For more information about the From Care2Work programme see: http://leavingcare.org/what_we_do/ncas_projects/from_carework_project

- The Department for Business, Innovation and Skills and Department for Education should work together to ensure that all local authorities develop flexible one-to-one information, advice and guidance service for all care leavers aged 16–25, based in leaving care teams and linked to specialist employability programmes for care leavers (offering work tasters, work experience, apprenticeships etc.), based on the Connexions model.
- Specialist careers guidance workers within leaving care teams should raise the profile of looked after children and care leavers and ensure they are being offered universal careers guidance, in addition to networking and circulating opportunities and giving support and advice to all staff working with looked after children and care leavers (eg personal advisers, social workers, foster carers, residential workers etc.)
- Universal careers guidance services provided to looked after children and care leavers through different settings should link with the statutory frameworks that support them, eg Personal Education Plan (PEP) meetings; care and pathway planning; Virtual schools/Virtual School Heads; designated teachers; and looked after children and leaving care teams
- Information and data on the needs of and careers guidance provided to looked after children and care leavers should be shared between universal careers guidance services and statutory services for looked after children and care leavers.
- Responsible local authorities should ensure that there is adequate careers guidance support for looked after children living out of their local authority area.
- Local authorities should where practical offer employability opportunities to young people resident in their local area who are/were being looked after by another authority.
- All staff involved with looked after children and care leavers in the transition to adulthood should receive training to increase their knowledge of career planning building employability and their role in raising the aspirations of looked after children and care leavers.
- Local authorities should ensure the social care workforce has an understanding of building employability and career planning, so that appropriate next steps are reflected in individual pathway plans.

2. INTRODUCTION

2.1 *About us*

2.1.1 The National Care Advisory Service (NCAS)¹⁷⁰, part of Catch22, is the national advice, support and development service focussing on young people's transition from care. Our response focuses on how best to provide careers guidance for older young people in care and care leavers. It looks at the role of local authority children's services to support this vulnerable group of young people raise their aspirations.

2.1.2 We have particular expertise in how to improve the education, training and employment outcomes of care leavers through our national employability programme, From Care2Work. From Care2Work is a national project aiming to improve employability outcomes for care leavers in the transition to adulthood. Since its launch in 2009 From Care2Work has offered support to local authorities to help place employability on the corporate parenting agenda and enable local and national employer engagement. From the data reported by local authorities over the last 3 years almost 11,000 employability opportunities have been created. As part of the programme we have worked to identify and disseminate good practice, some of this work is highlighted below.

2.1.3 Our evidence is based on the lessons we have learned through the From Care2Work programme. We also manage a virtual network of education, training and employment leads who we consulted to inform this response. In addition, we gathered feedback from our young people's steering group, made up of care experienced young people.

3. FACTUAL INFORMATION

3.1 *Education training and employment outcomes of looked after children and care leavers*

3.1.1 The education training and employment outcomes of looked after children and care leavers are poorer than their peers, making it all the more important to ensure they get adequate careers guidance. In the latest available statistics at Key Stage 4, 13%% achieved the 5+ A*-C at GCSE or equivalent including English and mathematics compared with 12% cent in 2010¹⁷¹; a third of care leavers were not in education, training and employment (NEET) at 19, compared 14% of all young people. Only 390 care leavers (6%) were in higher education at 19 in 2011. This compares to 40% of all young people at age 19 at university in 2010.¹⁷²

¹⁷⁰ For more information about our work go to www.leavingcare.org

¹⁷¹ DfE (2011) Outcomes for Children Looked After as at 31 March 2011 <http://www.education.gov.uk/rsgateway/DB/SFR/s001046/index.shtml>

¹⁷² NCAS (2011) *Statistical Briefing: Looked after children and care leavers 2011* <http://resources.leavingcare.org/uploads/e7186fad64003f1f923d30a80243e38f.pdf>

3.2 Local authority duties

3.2.1 The statutory *Children Act 1989 Guidance and Regulations, Volume 3: Planning Transition to Adulthood for Care Leavers*¹⁷³ states that:

- Pathway plans must have an explicit focus on career planning, taking into account the young person’s aspirations, skills, and educational potential. (Para. 3.7)
- [Care leavers] must also be provided with access to high quality information, advice and guidance to inform their plans in order to progress into continuing education, training or employment. How this will be met should be included in the pathway plan. This career planning support should help young people recognise the relevance of their studies to their future career and life chances and should encourage young people to reflect regularly on their skills, strengths and aspirations. (Para. 5.2)
- Joint work with Integrated Youth Services/Connexions and Careers Advisers is vital so that responsible authorities make sure that young people are fully aware of the options and entitlements available to them. Local authorities should use career planning tools to inform young people’s pathway plans. (Para 5.5)

3.2.2 Given these duties it is important that scrutiny of local authority services includes looking at the quality of careers guidance provided to young people. In its current consultation on “Arrangements for the inspection of services for children looked after and care leavers” Ofsted highlights how they will be looking at health services for looked after children, but does not identify any focus on reviewing external provision of education, training and employment support or careers advice and guidance.¹⁷⁴

3.3 From Care2Work Quality Mark

3.3.1 NCAS has established a From Care2Work Quality Mark,¹⁷⁵ which is awarded to local authorities and employers who invest time and support to young people leaving care that prepares them for the world of work. To be awarded the Quality Mark local authorities have to develop a work plan setting out how they are and will develop support for the employability of care leavers. The criteria of the quality mark link to the statutory duties and working towards it helps local authorities ensure that they are compliant with these.

3.3.2 One of the 10 criteria of the From Care2Work Quality Mark for local authorities is that “the local authority ensures all looked after children and care leavers get career planning support through pathway planning and partnership work with careers advisers to raise their aspirations and access opportunities throughout their transition to adulthood.” To achieve the From Care2Work Quality Mark you must have in place or be working towards:

- Young people involved in the development of their pathway plans.
- Providing practical and emotional support for care leavers to access and complete opportunities offered.
- Pathway planning/career information, advice and guidance for care leavers that includes goal setting and action planning for education, training and employment.

3.3.3 Below are some examples of how From Care2Work Quality Mark holders are providing careers guidance for looked after children and care leavers.

- In North East Lincolnshire practical support is provided by the senior careers officer and the NCAS career planning tool¹⁷⁶ is used and incorporated in pathway plans.
- In Lincolnshire the careers service works in partnership with the leaving care team to provide support for young people in their local area. A protocol is currently being developed around this.
- In Nottingham City all young people are involved in their pathway plan; goal setting is included in the pathway plans with additional support provided by Connexions. Group sessions are to be run for care leavers to discuss employability options and the Rise programme offers pre-employment support for care leavers. The City Council provides performance reports which include an analysis of ETE status of care leavers via Connexions/Care First that will identify gaps and areas for development. There is also a relationship established via the “RISE programme” with work programme providers to analyse and provide access to relevant support and opportunities

¹⁷³ DFE (2010) *The Children Act 1989 Guidance and Regulations, Volume 3: Planning Transition to Adulthood for Care Leavers* <http://resources.leavingcare.org/uploads/c4f7aeaf941cdefb8f4a18f478aa1f19.pdf>

¹⁷⁴ Ofsted (2012) *Arrangements for the inspection of services for children looked after and care leavers* <http://www.ofsted.gov.uk/resources/arrangements-for-inspection-of-services-for-children-looked-after-and-care-leavers>

¹⁷⁵ For more information about the From Care2Work Quality Mark see: http://leavingcare.org/what_we_do/ncas_projects/from_carework_project/from_carework_quality_mark

¹⁷⁶ NCAS has developed a number of career planning resources for care leavers and those that work with them as part of the From Care2Work Programme. For more information and to download free resources go to: http://leavingcare.org/what_we_do/ncas_projects/from_carework_project/career_planning

- In Durham those who are pre-16 are supported in education by the Looked After Children Education Service and post-16 by a Connexions worker based within the Teenagers 2 Work team. Those who are identified as at risk of becoming NEET are targeted with extra support. A quarterly multi-agency group meet to discuss the needs of young people and share ideas as to how to increase employability skills and deal with any problems at an early stage. Young people are prepared for their placements through; support with applications, visits, an induction day, and continuous support throughout the placement. The T2W project team organise a series of events to raise the aspirations and employability skills of young people, for example, teenage parent’s day, raising aspirations day, work skills day, etc.
- Hull City Council is working to develop a protocol with Hull University to provide support and advice for care leavers before, during and post degree courses.

3.4 *Cuts in services*

3.4.1 Earlier this year we conducted a survey of local authority leaving care services across England to see how funding cuts had impacted on their services. Of the 34 managers who responded to our survey a third (32%) had seen a cut in their budget since last year and only five (15%) saw an increase. Two thirds of the managers we surveyed were working with larger cohorts than last year. The largest impact budget cuts were having on services was higher case loads for workers (64%). As a consequence, 38% of managers reported that workers would be seeing young people less often and 32% that they would be working more reactively, dealing with crises rather than working proactively. There is a worry that, as workers become stretched, they will be less able to provide careers advice to young people in and leaving care, as part of the pathway planning process. Indeed our young people’s steering group particularly questioned how leaving care services will be able to manage high case loads as well as offering careers advice.

3.4.2 In our survey, leaving care services reported that complementary local services and provision which they use to support care leavers were also significantly affected by cuts, especially careers support services that have played a key role in enhancing the support that is available to care leavers. 82% of respondents reported a reduction or closure of their Connexions services. On a more positive note, although 11 respondents reported a reduction in employability services, eight had seen these services enhanced.

3.5 *Quality and variability of support*

3.5.1 Young people stressed to us that careers guidance needs to be more than just virtual or over the phone. They said that handing a list of employers or contacts to young people is not good enough. It should be face to face, sitting down and really supporting young people to think about their aspirations.

3.5.2 Young people in different settings may be getting different levels of support and this can make it more difficult for looked after children and leaving care services to ensure consistency in provision of careers guidance. With schools having a responsibility to give careers guidance up to year 11, in some areas this provision is now variable. For example in East Sussex some schools have formed a partnership together and appointed a careers advisor, others are only offering specific careers guidance as part of the transition planning to statemented young people.

3.5.3 The East Sussex Virtual School appointed an Education and, Employment & Training Co-ordinator to work with secondary provision and Post 16 provision, the role of this worker is to raise the profile of looked after children and care leavers and ensure they are being offered careers guidance, in addition networking and circulating opportunities and giving support and advice to Personal Advisers and 16+ Social workers. The Virtual School in East Sussex also commissioned a third party provider, “My Future Starts Here”, that has delivered some group work to year 10 looked after children during a holiday workshop and are now offering follow up individual appointments. These appointments are being set up via Personal Education Plan (PEP) meetings where appropriate for looked after children who are not getting provision in school.

3.6 *The importance of ongoing and flexible support*

3.6.1 On 16 April 2012 we published a new report,¹⁷⁷ produced jointly by NCAS, The Care Leavers’ Foundation, A National Voice and The Prince’s Trust and supported by organisations from across the sector. The overarching recommendation of the report is for central government departments to make a commitment to “care-proof” all Government policies by assessing the impact they will have on looked after children and care leavers and those who support them, with a specific focus on young people aged 18–25.

3.6.2 Young people in and leaving care may have disrupted educational histories and tend to have poorer educational outcomes than their peers, which makes it important that they have opportunities to catch up later in life. They may not be ready to take up education or take the first steps on the career ladder at the same time as other young people. This means that careers guidance may be needed later too. Rigid frameworks of careers guidance at set ages and in set environments may not suit all looked after children and care leavers.

¹⁷⁷ NCAS, Care Leavers Foundation, The Princes Trust, A National Voice (2012) *Access All Areas*
<http://resources.leavingcare.org/uploads/a061b11723876ecc89f36166cc622521.pdf>

3.6.3 Although local authorities should minimise disruption to education, experiences of being taken into care, placement moves (which remain all too frequent) or other disruptions can mean that young people also miss educational settings or miss school and may lose out on information, advice and guidance that is provided there.

3.6.4 In recognition of the need for ongoing support for young people in and leaving care local authority duties towards care leavers were extended in April 2011. Care leavers who have been closed to services, but who want to pursue education or training, can come back to services and ask for assistance up until the age of 25. This assistance may include careers advice and guidance in order to help them choose the right education and training provision. In most areas where Connexions (or similar service) remain, it is designed to meet the needs of young people aged 13 to 19 and up to 25 years for those with learning difficulties and or disabilities—hence missing out the older cohort of care leavers who may require support. We are aware that in the past, through partnerships with leaving care services, Connexions workers in a few areas did extend their work with career leavers up until the age of 25 on the basis of their vulnerability. However in most careers guidance services have tended to drop off at 19.

3.6.5 Leaving care services report to us that in some areas the new models of careers guidance are not flexible or in depth enough. In one area the service had been contracted so that Connexions provided one hour in year 10 and two hours in year 11. If young people miss their appointments they do not get another session to replace it. This can be particularly unsuitable for vulnerable young people who may struggle to engage with services.

3.6.6 In Wakefield employability support workers work with all care leavers not in education, training and employment and also run a drop in service for any other care leavers who may be engaged, but need advice around eg a CV, application for or choosing a college or university course. If they cannot make the drop in service due to commitments (eg work or college) then they visit at a time that is suitable. This is the same for the guidance appointments.

3.7 Joint working and information sharing

3.7.1 It is important that careers guidance services provided to looked after children and care leavers through different settings link with the statutory frameworks that support them, eg Personal Education Plan (PEP) meetings¹⁷⁸; care and pathway planning; Virtual schools/Virtual School Heads¹⁷⁹; designated teachers¹⁸⁰; and looked after children and leaving care teams. Where there are specialist schemes that provide employability opportunities for looked after children and care leavers exist, these should be joined up with careers information, advice and guidance; so that once young people have identified their aspirations they can be best supported to achieve them. By sharing information and data services can ensure that young people get the best support.

3.7.2 In Stoke-on-Trent careers advice for looked after children who are still at school or at college is delivered by the Careers Adviser in the “CAG School Improvement team” within the local authority. For those that are NEET or potentially NEET this is delivered by “Next Steps” (the leaving care service) in-house Careers Adviser. The CAG School improvement Careers Team are invited to relevant updates, the All Careers Advisers within Stoke schools attend PEP’s when due, and give careers guidance interviews to all looked after young people. Careers advisers’ (including the Next Steps Adviser) ensures all information is added to the Aspire (Connexions) database, and Careers Adviser’s within schools will notify the Careers Adviser in the Next Steps team of any young people who are potentially NEET.

3.8 Young people placed out of area

3.8.1 35% of looked after children are placed outside of the boundaries of their responsible local authority. These young people can be particularly vulnerable to missing out on support if they are not linked in adequately to services. However, the local authority that took them into care remains responsible for providing them with the same support as those young people who are placed inside the local authority boundaries. Where careers guidance is delivered within leaving care services it will be important to ensure that young people placed out of area also get adequate support.

¹⁷⁸ All children looked after must have a Personal Education Plan (PEP) which is reviewed regularly. The PEP forms part of their care plan or pathway plan.

¹⁷⁹ Virtual School Heads promote the educational outcomes for looked after children. According to the Department for Education “There is no statutory requirement for a local authority to have a ‘Virtual School Head’ for looked after children. However, local authorities have a duty to promote the educational achievement of the children they look after... Many local authorities have chosen to appoint a virtual school head or someone with a similar title to undertake the role and there are some positive statements from Ofsted reports of children’s services about how this is working.”
<http://www.education.gov.uk/childrenandyoungpeople/families/childrenincare/education/a0066445/education-of-looked-after-children-faqs#faq10>

¹⁸⁰ From 1 September 2009 the governing bodies of all maintained schools are required under the Children and Young Persons Act 2008 (the 2008 Act) to appoint a designated teacher to promote the educational achievement of looked after children on the school roll. For more information see: DCSF (2009) *The role and responsibilities of the designated teacher for looked after children: Statutory guidance for school governing bodies* <https://www.education.gov.uk/publications/standard/publicationDetail/1/DCSF-01046-2009>

3.9 *Training and awareness of employability for workers*

3.9.1 All staff involved with a transition to adulthood have a role to play in supporting the journey to work, and may require training in order to increase current knowledge of career planning and building employability. This does not just include specialist employability and careers advice workers, but should extend to all those that support looked after children and care leavers, including social workers, personal advisers, independent reviewing officers, foster carers, residential care workers, supported housing providers etc. It will be similarly important that workers who provide universal careers guidance are aware of the support needs and services available to looked after children and care leavers.

3.9.2 In order to ensure that foster carers are aware of their role in raising and supporting aspirations, and can support targets in the “e-PEP/Pathway Plan”, Hull City Council planned in their From Care2Work Quality Mark work plan to review the training for foster carers and the pilot on raising aspirations through the Family Learning signature and have developed a pilot on raising aspirations. They also plan to ensure that foster carers are made aware of role of dedicated careers adviser through presentations to support groups from their careers adviser.

4. RECOMMENDATIONS FOR ACTION

4.1 Ofsted inspections of local authority services for children looked after and care leavers should scrutinise career planning and employability of looked after children and care leavers within local authorities and by external providers.

4.2 Local authorities should work towards the From Care2Work Quality Mark in order to ensure that they are compliant their statutory duties to support career planning.

4.3 The Department for Business, Innovation and Skills and Department for Education should work together to ensure that all local authorities develop flexible one-to-one information, advice and guidance service for all care leavers aged 16–25, based in leaving care teams and linked to specialist employability programmes for care leavers (offering work tasters, work experience, apprenticeships etc.), based on the Connexions model.

4.4 Specialist careers guidance workers within leaving care teams should raise the profile of looked after children and care leavers and ensure they are being offered universal careers guidance, in addition to networking and circulating opportunities and giving support and advice to all staff working with looked after children and care leavers (eg personal advisers, social workers, foster carers, residential workers etc.)

4.5 Universal careers guidance services provided to looked after children and care leavers through different settings should link with the statutory frameworks that support them, eg Personal Education Plan (PEP) meetings; care and pathway planning; Virtual schools/Virtual School Heads; designated teachers; and looked after children and leaving care teams

4.6 Information and data on the needs of and careers guidance provided to looked after children and care leavers should be shared between universal careers guidance services and statutory services for looked after children and care leavers.

4.7 Responsible local authorities should ensure that there is adequate careers guidance support for looked after children living out of their local authority area.

4.8 Local authorities should where practical, offer employability opportunities to young people resident in their local area who are/were being looked after by another authority.

4.9 All staff involved with looked after children and care leavers in the transition to adulthood should receive training to increase their knowledge of career planning building employability and their role in raising the aspirations of looked after children and care leavers.

4.10 Local authorities should ensure the social care workforce has an understanding of building employability and career planning, so that appropriate next steps are reflected in individual pathway plans.

October 2012

Written evidence submitted by Oxford Cambridge and RSA Examinations (OCR)

OCR (Oxford Cambridge and RSA Examinations) is a leading UK awarding body committed to providing qualifications that engage learners of all ages in schools, colleges, training organisations, work or part-time learning programmes, to enable them to achieve and enhance their potential. We offer a wide range of general and vocational qualifications that equip learners with the knowledge and skills they need for their future.

We work with a range of education providers including schools, colleges, workplaces and other institutions in the public and private sector. Over 13,000 centres choose OCR A Levels, GCSEs and vocational qualifications including OCR Nationals and Technicals, NVQs, Basic and Functional Skills, and the components of Apprenticeships.

1. As a recognised awarding body, we develop our qualifications in close consultation with higher education institutions, teachers, industry leaders and government to ensure they are relevant for today's learners and meet UK regulatory requirements.

2. In a period where qualifications are changing, we regard it as of paramount importance that the different types are fully understood by their users—in particular, students, parents, employers, and further and higher education—and that their relative value for different progression routes into education, training and employment is clear to all those concerned.

3. For that reason we take a very strong interest in the availability and quality of the careers guidance which helps students to navigate their way through their range of options. To that end we have created Career Guidance qualifications which work to validate and quality assure the expertise of those individuals providing careers guidance. Just as importantly, these qualifications reassure those receiving guidance and advice.

4. These qualifications were developed in partnership with the Institute for Careers Guidance (ICG) and Advice UK.

5. OCR's career adviser qualifications are:

Career Guidance and Development Level 6 Diploma—Vocational Qualifications (QCF)

Career Information and Advice Level 4 Diploma—Vocational Qualifications (QCF)

6. In OCR's view, the key issue in responding to this inquiry is to differentiate guidance from other careers-related activities in schools and colleges. The most prevalent overall term used by schools, colleges and support agencies is Careers Education, Information, Advice and Guidance (CEIAG). All of these elements warrant attention in relation to an inquiry which explicitly addresses only the fourth, the external supply of guidance. And all of them need to be made available to young people if they are to fully understand how their aptitudes and aspirations apply in a modern workplace.

7. As a general principle, all school students in Key Stage 4 should receive careers education and experience work-related learning. The reason is that they all need to understand how their learning in school subjects relates to their future working lives. An open-minded understanding of what will be expected of them in knowledge, skills and behaviours at work will also reinforce their learning in the core subjects that will underpin their progress in their future employment.

8. It is important for young people in Key Stage 4 to receive detailed information and advice on the options available to them at 16+: that is to say, the routes available to them in specific accessible institutions in their locality. Since these will vary from location to location, standard printed or on-line information is bound to be inadequate and the specific local options will need to be clearly explained.

9. Applying this information and advice to an individual young person requires access to personal guidance. Therefore OCR welcomes the requirement in section 29 of the Education Act 2011 for schools in England to secure independent careers guidance for pupils in the school year in which they reach the age of 14 until they have ceased to be of compulsory school age. We also welcome the statutory guidance's expectation that schools should secure face-to-face careers guidance where it is the most suitable support.

10. Realistically, we understand some schools are finding it difficult to adapt to the new requirement, particularly where they have previously had limited involvement in careers education, information, advice and guidance. The overriding priority for all schools must be to secure the impartial advice and guidance to meet their new responsibility in Key Stage 4.

11. OCR believes the DfE's practical guide for schools *Securing Independent Careers Guidance* will help them improve their activities in this area. But we have concerns about the resources available to support them; not the general information sources, which are improving, but the availability of external expertise to provide the personalised guidance implied by the new statutory duty.

12. Unfortunately there appears to have been a reduction in capacity in independent external careers advice resulting from, for example, the contraction in Connexions and similar services. Therefore the means and resources through which schools can legitimately meet their new responsibility will need to be consolidated before a further responsibility can realistically be added.

13. Particular issues pertain where a local school system involves transfer between 11 and 16. Where a middle school system exists there are longstanding and widely understood arrangements for transfer to the upper school, including appropriate information and guidance on the curriculum options that entails. Where University Technical Colleges (UTCs) and Studio Schools exist there is a specific local need for information and advice on transition at age 14 to be made available in Key Stage 3 through their feeder schools—which they will quite rightly do anyway.

14. However, the existence of different local school permutations increases the overall need for strong information and advice about the educational routes and options available post-16 in a given locality. To ensure young people understand how the options might relate to them personally, they need to develop a clear understanding of the world of work before they can successfully address their own particular aspirations,

prospects and life chances. This is where effective careers education at Key Stage 3 would come in, prior to more focused and personalised advice and guidance in Key Stage 4.

15. Essential careers education at Key Stage 3 should include practical and work-related projects and an understanding of workplace expectations, of which there are examples of success across the network of Education Business Partnership Organisations. This allows the more personalised advice and guidance consistent with the new responsibility to be applied effectively in Key Stage 4.

16. Therefore our view on this issue is that:

- (a) the current priority is for those concerned to ensure the consistent implementation of effective impartial careers guidance in Key Stage 4 in accordance with the requirement in section 29 of the Education Act 2011;
- (b) while it would be inappropriate at this stage to extend this specific requirement to year 8, careers education and work-related learning should be specified in Key Stage 3 within the new National Curriculum.

17. To navigate the increasingly complicated world of higher education, potential applicants need to access extensive information sources: not just the usual prospectuses explaining the courses, backed up by whatever anecdotal knowledge the applicant can access through for example social media, but also explanations of fees and loans and access to Key Information Sets. To ensure this range of information is being objectively mediated it is helpful for the school or college to include it within a balanced information, advice and guidance programme for 16–18s.

18. Further education institutions work well with specific industries, often through the current or recent practitioners among their vocational tutors who understand which qualifications enjoy what reputation within the occupational sector and even elements such as “social capital” in the routes into employment. But with some honourable exceptions, schools and sixth form colleges have much less of a track record in advice on local employment prospects, partly because many expect their leavers to cast their eye across universities nationally rather than workplaces locally.

19. The increasing range of variables, across the types of institution and the opportunities which might present themselves to an 18-year-old, means that accurate information and advice are of vital importance, leading to guidance on specific routes and options. Therefore, despite the resource constraints noted above, we would support a duty for schools and colleges to secure independent, impartial careers guidance for young people aged 16–18, in preparation for their subsequent—even imminent—transition into further study or employment. This is particularly important in the context of full 16–18 participation in education and training, which may require young people to consider a wider variety of learning and employment combinations.

20. OCR’s main concern is that, as qualifications and their value in the employment market place change, unawareness and/or misunderstanding may mean that the value of certain qualifications for certain future routes is at best uncertain and at worst misunderstood by some users. It is essential that a young person understands precisely what their proposed choice of 14–16, and at 16–18, courses will allow them to progress—or prevent them from progressing to—at age 16 and 18. Therefore OCR will seek to ensure that accurate information is made widely available, to learners and end users in particular, on the relative value of OCR’s qualifications for future progression.

21. It is important for the inquiry to recognise that careers guidance for individuals operates in a context of institutional competition. Where institutions have incentives to attract and retain students as, in effect, units of funding they have an obvious interest in presenting themselves in the most favourable light and others less so. They may also wish to screen out students whose prospects of achievement in a world of league tables are more uncertain than others.

22. Therefore the assurance of independence in guidance is an important component of the new requirement in Key Stage 4 and will remain so in any future extension to other ages. It will require an intensive period of monitoring by Ofsted if the new statutory requirement is to be met with an acceptable level of institutional consistency.

October 2012

Written evidence submitted by the Society of Motor Manufacturers and Traders (SMMT)

INTRODUCTION

1. The Society of Motor Manufacturers and Traders (SMMT) is one of the largest and most influential trade associations in the UK. It supports the interests of the UK automotive industry at home and abroad, promoting a united position to government, stakeholders and the media. The UK automotive industry is dynamic and globally competitive. Our sector is a vital part of the UK economy with £50 billion turnover and £10 billion value added. With over 700,000 jobs dependent on the industry, it accounts for 11% of total UK exports and invests £1.3 billion each year in R&D. The industry plays an important role in the UK’s trade balance, with

vehicle manufacturers exporting almost 80% of production. The UK is home to the world's largest number of low volume vehicle manufacturers.

2. SMMT welcomes the opportunity to respond to the Education Select Committee's inquiry into careers guidance for young people. Over the last two years the automotive sector has announced over £5.8 billion of investment into the UK. These investment commitments bring job creation now and in the future and opportunities for the UK supply-chain to grow, further creating roles throughout the sector. Ensuring careers guidance information is available for sectors such as automotive, where there are jobs and opportunities for long-term careers but at present poor awareness and perception issues, is vital to ensure strong economic growth, and therefore careers guidance and advice which supports young people into making informed choices is of critical importance to the UK.

3. Engaging with young people as they develop their career plans is already undertaken extensively by the automotive sector through a variety of channels, including company attendance at careers fairs, speaking in schools, the provision of work experience, involvement in campaigns such as See Inside Manufacturing and Discover Automotive Retail, and much more. However, it is vital that this input from industry runs alongside, and is aligned with, appropriate and informed careers guidance delivery in schools.

4. Careers advice should truly reflect the UK careers market, with a variety of qualification routes and opportunities available to young people with a range of ambitions and abilities. The influence a careers adviser can have on a young person and the UK workforce cannot be quantified but is undoubtedly significant. Good quality and well-informed careers advice from an early age (specifically before options are made for GCSE subjects) is therefore critical for young people, the education system and the wider economy.

5. Industry experience has shown that dedicated well-informed careers advisers are not found in every school in the UK, and therefore SMMT strongly supports the statutory duty on schools to secure access to independent and impartial careers guidance for pupils in years 9–11. However, there is concern within industry over how schools will provide this service effectively and to a high standard without additional funding. SMMT particularly welcomes the statutory guidance for schools to include information on the full range of post-16 education or training options, including Apprenticeships. This is especially important as from 2013 young people will be required to participate in education or training until the end of the academic year in which they turn 17, and to their 18th birthday from 2015, and therefore Apprenticeships and other vocational routes can play a large part in many young people's continuing education.

6. In 2011 SMMT piloted government's See Inside Manufacturing initiative with the aim of engaging young people and their influencers with the automotive sector. The initiative saw automotive manufacturing sites opening their doors to these audiences, to try and spread awareness and change perceptions about careers in the sector. Careers influencers were specifically identified as a key target audience to engage with on this project, as without their knowledge of the sector, it is very hard for young people to find out about career paths available within automotive. When seeking contact with these influencers many of our members found schools did not have dedicated advisers and that advice predominantly came from teachers, peers and parents. The perceptions of manufacturing sector roles is often not positive from these groups and therefore the sector is working hard to educate them about the significant range of exciting, rewarding and challenging roles the sector has, including the different pathways to join the industry from entry level to post-graduate and beyond. Illustrating this drive to change perceptions and increase awareness, industry has also developed its own scheme to ensure that information on the retail side of the automotive sector is communicated to young people. The scheme, entitled 'Discover Automotive Retail' is collaboration between SMMT, IMI (Institute of the Motor Industry) and RMI (Retail Motor Industry Federation), and will commence in late 2012, with a view to continue annually.

7. The renewed focus in the UK on a better balanced economy and one which nurtures and develops its manufacturing industries relies heavily upon the improvement in the quality of STEM related careers advice in schools. This has recently been identified as a key issue by the House of Lords Science & Technology Committee's "Higher Education in Science, Technology, Engineering and Mathematics (STEM) subjects" report. In addition, government ambitions for increased apprenticeship numbers, allied with the increasing costs of university fees, mean that young people should be made fully aware of the whole range of vocational qualifications available to them. The automotive sector supports apprentices in a range of roles and for a range of ages, and strongly supports the statutory guidance to include information on the full range of post-16 education or training options, including Apprenticeships within careers advice.

8. Industry recognises that the availability of resources are a key element in ensuring that careers advisers are aware of the variety of qualification routes and career paths available to young people. The sector has developed numerous tools (such as Autocity¹⁸¹ and Stem in a Box¹⁸²) which careers advisers and young people can engage with, as well as initiatives such as the aforementioned See Inside Manufacturing and Discover Automotive Retail. In addition, the sector is focussed on providing appropriate and relevant training for businesses at all stages of education, with industry at the forefront of SEMTA's Advanced Skills Accreditation Scheme (ASAS¹⁸³), which aims to deliver a flexible programme of Master's degree level training in new technologies to the UK's advanced manufacturing and engineering supply chain employers

¹⁸¹ <http://www.autocity.org.uk/>

¹⁸² http://www.smallpeicetrust.org.uk/index.php?option=com_content&task=view&id=1216&Itemid=474

¹⁸³ <http://semta.org.uk/employers/asas/>

9. In summary, SMMT supports the statutory duty on schools to secure access to independent and impartial careers guidance for pupils in years 9–11, with particular emphasis on the provision of careers advice prior to the choosing of GCSE options, and for STEM based careers. Industry will continue to provide a range of careers guidance through resources, school visits, work experience and initiatives such as See Inside Manufacturing and Discover Automotive Retail, but this has to be aligned with informed, impartial and frequent careers advice provided within schools. Despite the strength of the statutory guidance for schools on careers guidance, concerns remain within industry that without additional funding careers support will not be of a sufficient level to appropriately inform young people of the wide-variety of career paths and qualification routes available to them.

October 2012

Written evidence submitted by ANSBURY

1. EXECUTIVE SUMMARY

1.1 Careers Guidance is a term which is now ill defined. Its components seem to not be understood by those making key decisions. These key decision makers also seem to confuse Careers Guidance with Careers Education.

1.2 The messages to schools over the last two years regarding their statutory duty have been confused and/or unclear.

1.3 There have been different responses by schools to meeting their new duty. Some are either ignoring the whole duty or ignoring the fact they have to provide independent Careers Guidance.

1.4 The result of transferring the duty to schools without additional funding is a further reduction in the amount of face to face Careers Guidance to young people. Overall in the Bournemouth, Dorset and Poole area we estimate at least a 75% reduction in face to face Careers Guidance available to young people compared to 2009–2010.

1.5 Careers Guidance should be available from the last year of key stage 3. Careers Education can be introduced within the curriculum from Key stage 2

1.6 LA support to vulnerable groups and NEET young people currently varies widely.

1.7 Many LAs have stopped actively managing the National CCIS database and therefore can not offer services to lost young people.

1.8 There is a strong body of evidence that links quality Careers Guidance to successful post 16 learning. There is also evidence that quality Careers Guidance supports social mobility.

1.9 The launch of the National Careers Service offered this country the opportunity to develop a world class careers service to help us out of the current long and deep recession. Instead young people find they have inconsistent and incoherent services.

2. INTRODUCTION TO ANSBURY

2.1 Ansbury is a not for profit company which has been providing impartial and independent Careers Guidance to young people in Bournemouth, Dorset and Poole since 1995 and is a member of Careers England.

3. *The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty*

3.1 It is very important to be clear about the meaning of Careers Guidance. It has come to encompass three elements

- Careers Information—information is generic eg qualifications needed to be an accountant. In the financial world this might be a portfolio of products available to the customer.
- Careers advice—would be less generic but not necessarily specific to an individual eg the implications of choosing an apprenticeship rather than going to University. In the financial world this could be advice about the difference between low and high risk investments.
- Careers Guidance—this is specific to individuals it examines their motivations, goals, strengths and weaknesses and the social and economic factors that can affect their decision. In the financial world this work equate to that provided by an independent financial adviser

3.2 I use the financial comparison purposely. Both financial guidance and careers guidance can lead to considerable financial loss and personal heart ache. One is regulated the other can be and now will be given by unskilled and the ill informed!

3.3 It should be noted that Careers Education is not Careers Guidance but education aimed at equipping young people with knowledge and skills to manage their careers and to help them take advantage of Careers

Guidance. Again a financial analogy is useful. How could you make an investment decision if you knew nothing of, or were not able to understand the significance of differing interest rates?

3.4 Effective Careers Guidance is the bedrock for effective Careers Guidance. In a school without effective Careers Guidance any Face to Face Careers Guidance has to start with an intensive Careers Education input.

3.5 It is often stated that employers coming into school or students visiting employers are forms of Careers Guidance. This will add to the students Careers Education, they may also provide information and advice. However, they will not help the young person identify their strengths and weakness, clarify their careers goals, challenge their pre conceived ideas (see paragraph 18.4—Social mobility) or produce an action plan on how the young person will achieve their clarified goals.

3.6 There is a myth that more able pupils do not need Careers Guidance. In fact they often have so many options open to them that it is confusing and what they need is face to face guidance not information about courses. A lack of guidance will often result in the wrong choices being made which is borne out by the large number of students dropping out of HE each year.

3.7 All three elements of Careers, Information, Advice and Guidance can be given either to help an individual make a specific transition in their life and/or provide a plan for a longer-term objective.

3.8 All schools in the Bournemouth, Dorset and Poole areas have had clear information from the respective Local Authorities on their responsibilities in meeting the new duty. Ansbury has also visited every school on at least two occasions to explain their duty under the Education Act and their options.

3.9 Although local information has been clear the messages from Government have not. Initially in a letter to schools early in 2011 schools were led to believe that they could employ their own advisers. This was followed by tough statements from DBIS ministers about the importance of independence. Then statutory guidance was released which appeared to allow schools to do what they wanted. Finally clearer guidance was issued on the last day of the school term! It's no wonder many heads have stated to us they are confused.

3.10 Schools approach in the main has been to put off any decision hence we had a flurry of activity in late July where school took action. However, as you will see from section 4 not all schools made arrangements to meet their statutory duty.

4. THE EXTENT OF FACE-TO-FACE GUIDANCE OFFERED TO YOUNG PEOPLE

4.1 Across Bournemouth Dorset and Poole there are 39 mainstream secondary schools. Their approach to meeting their duty is as follows

Bournemouth

10 mainstream schools/academies

2 buying in and 1 other has expressed a wish to do so

3/10 = 30%

Total 4.5 days per week of face to face guidance

Average days per week buy in across 3 schools = 1.5

3 schools employed their own "in house" adviser with no other arrangements in place

4 schools have no plans in place to meet the duty

Bournemouth Special schools are expecting an S139a service from the Local authority but have no plans in place to buy in other guidance.

Dorset

20 mainstream schools/academies

13 buying services

13/20 = 65%

Total 19.5 days per week

Average days per week buy in across 13 schools = 1.5

1 school has employed its own "in house" adviser/careers co-ordinator

6 schools have no plans to meet the duty

All learning centres and special schools will receive a service from Ansbury through the LA Connexions contract.

Poole

9 Mainstream schools/academies including a Learning Centre

6 buying services from Ansbury

1 Academy is buying services from a sole trader

$7/9 = 78\%$

Total 8.5 days per week (Ansbury)

Average days per week buy in across 6 schools = 1.4(Ansbury)

1 school has an adviser employed by the school

1 school has no plans to meet the duty.

Students in the 5 Special schools will receive an S139a service from their home LA.

2 Special schools are buying a service from a sole trader.

2 others are employing an “in house” careers adviser.

1 very small special school may buy in a service as and when needed.

4.2 As Connexions services received reductions in their budget's since 2010 there has been a dramatic drop in the amount of face-to-face guidance available to young people. This has been continued with schools saying they do not have the funds to buy the amount of face-to-face guidance their students need or in some cases saying they have no budget at all for guidance.

4.3 Compared to 2009–2010 school year we estimate an overall reduction of at least 75% in the overall face-to-face guidance available to young people in schools in the Bournemouth, Dorset and Poole areas. Clearly this will vary between institutions.

4.4 Those schools who have taken no action at all to meet their statutory duty have cited financial pressure as the reason. Others appear to expect staff who are unskilled, unqualified and inexperienced to provide Careers Guidance. In many cases this is already over worked tutors.

4.4 Where schools have made arrangements for effective Careers Guidance to be provided the resource will not meet the need and therefore will need to be rationed.

4.5 A few schools have appointed their own in house Careers “Adviser”. Clearly in these schools independent and impartial guidance will not be available to students and options in the schools own sixth form is likely to be promoted compared with other options.

5. AT WHAT AGE SHOULD CAREERS GUIDANCE BE PROVIDED.

5.1 Face to Face Careers Guidance should be available prior to making GCSE/Option choices—at the end of Key Stage 3 It is possible for Young People to make choices at this transition point which could adversely affect future career plans.

5.2 This should be the start of a continuous programme of interventions and support, to ensure that people have a lifelong action plan which is regularly reviewed in light of changing personal or economic circumstances.

5.3 Careers Education and opportunity awareness however, should begin at Primary School to encourage social mobility. Other topics for consideration at this stage would be equal opportunities and understanding the world of work.

5.4 Throughout a young persons school life there is great opportunity for Careers Education to be part of the wider curriculum. For example, in Geography local employers and types of employment should be highlighted. While in history the changing nature of employment can be highlighted.

6. THE ROLE OF LOCAL AUTHORITIES IN CAREERS GUIDANCE FOR YOUNG PEOPLE

6.1 The duty of LAs “to encourage, enable or assist the effective participation of those persons in education or training” is being interpreted in a different way by each LA.

6.2 Most LAs have reduced support to vulnerable groups and unemployed young people. The term “integrated” is being used as cover to dramatically reduce services and in some cases protect in-house Youth Services at the expense of qualified Careers Advisers.

6.3 These integrated Youth Services are in danger of making the very same mistake that Connexions made—Careers Guidance particularly action planning is essential to help NEET young people to re-engage.

6.4 One of the successes of Connexions was the setting up of the National Client Caseload Information System. This system ensured that young people were followed up and offered support if they were NEET.

6.5 At one time it if an LA had a not known figure greater than 5% national Government would want an explanation. Now looking at the July figures I see the national average is 11%. One regional average is 25% with some LA around, and in some cases over the 50% mark.

6.6 Sadly no action is being taken to call these LAs to account. Therefore unemployed young people in these areas are clearly not receiving a service to help them to re-engage in Education and Training.

6.7 With no accountability in the system it is easy to see why LA officers give the impression that they can reduce services for NEET young people with impunity.

6.8 With many LAs not maintaining the CCIS database it is difficult to see how they are managing their role to raise the participation age

7. The effectiveness of targeted guidance and support offered to specific groups, such as Looked After Children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET

7.1 Professional targeted guidance and support for these vulnerable groups is essential to help them work their way through the choice of options open to them whilst taking into account their own particular circumstances.

7.2 The adviser will liaise with other key workers and individuals, such as parents and carers, to provide an action plan with specific measurable milestones and goals which can be regularly reviewed to take into account any changes in their life.

7.3 This plan will identify additional support that they require to overcome other barriers to their progression and take this into account when the action plan is being written so that it provides a holistic approach.

7.4 Unfortunately this is now dependent upon the Local Authority them as to whether it is done in a systematic way or haphazard way. Crucial to successful support is using individual advisers with the right training and skills. Some LAs have taken a responsible approach including seconding professional advisers into areas such as the Youth Offending Team to provide this specialist support and guidance. In others, the needs of the young person have been placed in jeopardy through cost cutting and their needs secondary to saving money.

8. The link between careers guidance and the choices young people make on leaving school

8.1 There is a strong body of evidence that supports the link between impartial, independent Careers Guidance delivered by a qualified adviser and success in post 16 learning. For example

- Choice at the end of compulsory schooling (DfES Research Report 414, 2003; p42) .
- Two years on: the destinations of young people who are not in education, employment or training at 16—Journal of Youth Studies Volume 8 issue 2.

8.2 Young people who do not consider the full range of options available are more likely to make post 16 choices based on what their friends are doing, advice of parents or teachers (informed or not) or to choose subjects which they later find do not suit the career choice they are making.

8.3 Some will only make one choice with no back up plan and are left without anything if they do not achieve the grades needed. Experience of follow up for the September Offer underlines that some young people who have not had the opportunity of a face to face guidance interview, have made no plans for Post 16/18 and are spending the summer at home waiting for results, to then make a last minute decision.

8.3 The reduction in Careers Guidance over the last two years already seems to be having an affect on young people choices. We have seen a significant drop in FE college applications over the last two years.

8.4 As we approach September our largest local Further Education Provider is reporting vacancies on every course they offer. This is unprecedented. The future of FE Colleges may well be at risk.

8.5 A major concern in the reduction of Careers Guidance available for young people is the affect this will have upon Social Mobility.

8.6 For a young person to be socially mobile they have to see an alternative to their present social location. Good Careers Guidance from an independent adviser can present that social alternative, challenge the young persons assumptions and help them plan how to affective achieve their desired goals. Again we see how important Careers Guidance is compared to course choice.

8.7 The following research provides compelling evidence on the importance of Careers Guidance and social mobility

- Social mobility of young people and adult sin England: the contribution and impact of high quality careers services; Dr Deirdre Hughes; Careers England August 2012

9. *The overall coherence of the careers guidance offered to young people.*

9.1 The new system offers no coherence.

9.2 The system will be worse than a post code lottery as young people living in adjacent houses but attending different schools will receive radically different Careers Guidance. One may receive quality Careers Guidance from a qualified adviser who is regularly updated and knows both the local and national opportunity structure. The other may only receive partial, uninformed guidance from family and friends

9.3 Those living close to LA borders will receive differing support should they have special needs or be in disadvantaged groups. If one LA Young People who are unemployed will now see a youth worker rather than a qualified Careers Adviser.

9.4 At the time we need a world class careers service to help us out of recession; we have a patchy and incoherent service for young people.

October 2012

Written evidence submitted by The Science Council

THE SCIENCE COUNCIL

1. The Science Council is an umbrella organisation of nearly 40 learned societies and professional bodies in the UK drawn from across science and its applications: a list of member organisations is attached. In addition to providing a mechanism for the sector to work collectively, the Science Council develops and leads collaborative projects working with member bodies and the wider scientific community: examples include the Future Morph website¹⁸⁴ designed to provide information about career opportunities, and LMI analysis of the UK Science Workforce.¹⁸⁵

2. The Science Council also works to advance the professional practice of science and since 2004 has awarded the professional qualification of Chartered Scientist (CSci). It is now leading an initiative that aims to raise the profile, aspirations and retention of technician and graduate scientists through professional registers at these levels (Registered Scientist and Registered Science Technician). Collectively our member bodies represent more than 400,000 individual members, including scientists, teachers and senior executives in industry, academia and the public sector.

3. In modern societies there is an increasing demand for a workforce with science and technology skills. The UKCES estimates that 58% of all new jobs will be in science and technology. For the UK to compete in a global economy it is vital that young people are made aware from an early age of the careers available for those who study science and maths and the role of careers awareness and information in this area has never been more important. In addition, at a time when young people are expected to make an increasing financial contribution towards their education and training, it is crucial that they are able to access accurate information, advice and guidance to inform their choices.

THE ROLE OF CAREERS GUIDANCE

4. The term career or careers guidance is used to cover a very wide range of activities from individually tailored advice delivered face-to-face, to the provision of pure information. Often accessing and assessing information or advice relies on an individual's awareness of their information needs, for example, knowing that there are different types of universities or several thousand different types of STEM university course, and that you may not necessarily need a degree to work in science. As with other areas of life, an informed consumer has the ability to make better use of the resources available.

5. In its 2010 report the Science and Society "Science for Careers" Expert Group¹⁸⁶ considered the elements that contribute to and support decisions about careers, and the group developed the concept of "careers awareness". Increasing careers awareness is not only relevant to students: it plays a role in supporting the influencing environment around individuals (teachers, parents, peer groups) and broadens the base from which they can explore a wider range of career options. When added to the traditional elements this gives rise to Careers Awareness, Education, Information, Advice and Guidance (CAEIAG), it is important to understand the distinct role of each element, how they fit together and to consider which bodies and individuals are appropriate to deliver each :

6. **Awareness** of different employment sectors and the range of career options available generates the interest to seek out information.¹⁸⁷ It will typically be led by external bodies and made available to schools careers

¹⁸⁴ <http://www.futuremorph.org/>

¹⁸⁵ Jon Guest and Fiona Dodd. "The current and future UK science workforce", (Sept. 2011). TBR, <http://www.sciencecouncil.org/content/science-workforce>, accessed July 2012

¹⁸⁶ BIS Science in Society Expert Group, Science for Careers 2010

¹⁸⁷ Ibid., p.26.

providers and others. Examples include the Science Council's own Future Morph website¹⁸⁸ and the Talent 2030 initiative.¹⁸⁹

7. **Education** consists of programmes and activities of learning to help people to develop the skills necessary to manage their career and life pathway. These include accessing and making effective use of career information and guidance.¹⁹⁰

8. **Information** refers to the provision of facts and figures relating to learning and careers, but without discussion about the relative merits of different options. Information can be imparted verbally by a careers adviser or by printed material and the internet.¹⁹¹

9. Information would include leaflets about individual career paths as well as LMI. LMI can refer either to Labour Market Information (statistical data, trends and projections) or to Labour Market Intelligence (soft data, individual stories, retrospective, illustrative), usually broken down into sectors to avoid it becoming unwieldy and overwhelming. Generally "intelligence" is generated through personal interaction, research and contextualization of this information. Sectors can be defined by occupation, business/industry, and geography or by workforce characteristics (graduate, non-graduate).

10. **Advice** requires more in-depth interaction with the client. It includes the explanation of information and explanations about how to access and use information.¹⁹²

11. **Guidance** involves an in-depth session or series of sessions between the client and careers adviser, in which the careers adviser helps the client through the process of making decisions about learning and careers.¹⁹³

12. Due to its specialist nature it is clear that guidance is best delivered by trained professionals. The new statutory duty requires schools to secure independent guidance; there should therefore be transparency with regard to the qualifications of individuals that schools commission to undertake this role.

13. Other elements of Careers AEIAG can be effectively delivered within the roles of other staff or external providers; in particular subject teachers can do much to raise awareness of careers through their teaching. For science and mathematics there are many resources to help teachers contextualise their teaching and to signpost to related careers information. The Science Council has worked with the National STEM Centre, the Centre for Science Education and its own member bodies to develop and raise awareness of such material.

14. Teachers have an opportunity to build a relationship with students and therefore will often be asked for information, advice and guidance. A recent survey of over 3,000 7–18 year olds by City and Guilds showed that 64% of 14–18 year olds had received careers IAG from their teacher.¹⁹⁴ However, the Times Education Supplement and Education and Employers Taskforce have found that 53% of teachers and school leaders surveyed were not confident about providing advice on apprenticeships.¹⁹⁵ It is inevitable that young people will seek information and advice from teachers and evident that support is necessary to enable those teachers to be impartial and well informed about all progression routes.

APPROPRIATENESS OF SUPPORT

15. The balance between the different elements of CAEIAG will need to be appropriate for the stage of education and respond to the needs of the pupil. For example, research has shown that stereotypes and self-identity in relation to science careers are well developed by the age of 11¹⁹⁶ and so at the primary stage it may be appropriate to introduce elements of careers awareness but not advice or guidance.

16. As young people progress through their education they reach key decision points. Some examples of key decision points are:

- GCSE subject choice, particularly where the schools offer options from core science to studying three separate sciences
- Decision to study vocational qualifications or apply to enter a University Technical College
- Decision on post-16 courses, subject combinations, particularly the importance of mathematics

choices and combinations of A levels and other post 16 qualifications

- Selecting between the several thousand STEM degrees available¹⁹⁷

17. Consideration of these decision points makes it clear that the level of support and advice for young people increases as they progress through school. It is also apparent that there is no "one size fits all" approach

¹⁸⁸ <http://www.futuremorph.org/>

¹⁸⁹ <http://www.talent2030.org/>

¹⁹⁰ Institute of Careers Guidance, Education Committee

¹⁹¹ National Advisory Council for Careers and Educational Guidance, 1996

¹⁹² Institute of Careers Guidance, Education Committee

¹⁹³ Ibid.

¹⁹⁴ City and Guilds, "Ways in to Work" May 2012

¹⁹⁵ <http://www.tes.co.uk/article.aspx?storycode=6260004>

¹⁹⁶ Archer et al, "Doing science versus being a scientist: examining 10/11 year old schoolchildren's constructions of science through the lense of identity", Science Education, 94 (2010), 617–639.

¹⁹⁷ "Choosing the right STEM degree course" University of Warwick commissioned by SCORE, Dec 2009

to Careers AEIAG. Children and parents (as well as other influencers) will have varying levels of access to careers information and varying levels of background knowledge and experience. The need for specialist support often increases as young people and students begin to focus their options.

18. Research shows that the medium through which information is presented to young people across different social groups plays a significant role in shaping attitudes towards pursuing a career in science.¹⁹⁸

“‘Cold’ knowledge (eg through documents, prospectuses, and new technologies like websites) does not sufficiently change patterns of educational choice, particularly for “working-class learners”, who tend to rely more on “hot” knowledge, such as interpersonal relationships, particularly from known or trusted sources. For this group of learners especially, it is important to recognise the benefits that face-to-face guidance offers them in mapping out their education options and career choices.”¹⁹⁹

19. It is clear that awareness and education can support young people to access information but information alone is insufficient to guide young people to appropriate choices—advice and guidance are required, particularly for those lacking in social capital.

20. A good quality work experience placement such as one which includes project work and an opportunity for reflection on learning can provide a valuable insight to the world of work as well as raising awareness of the range of roles undertaken within any sector. However, schools report that science placements can be hard to source and too often are reliant on a personal contact which, again, disadvantages those lacking in social capital. A successful work experience programme and establishing and maximising the links with local employers should be integral to a schools’ careers strategy and is likely to require support and co-ordination beyond the careers service provider.

IMPORTANCE OF CAREERS INFORMATION, ADVICE AND GUIDANCE FOR SCIENCE

21. Subject choices are particularly key for science as poor choices can cut off future options or leave young people ill equipped for higher education. For example, mathematics skills are important for social science courses and disciplines such as physics or engineering specifically require mathematics A level. In addition, many careers require a breadth of knowledge across all three sciences, therefore dropping one subject too early can close off options.

22. Many science disciplines which are taught at university are not visible in schools and are not taught in their own right at that stage of education. An example would be geosciences where elements appear in the sciences or geography but very few schools teach geology as a standalone subject. To some extent this is also true for specialist branches of science, such as molecular biology or biochemistry. It is particularly important for these subjects that young people have access to advice from well informed careers professionals who can supplement information from science teachers, who cannot be expected to be knowledgeable about courses in all areas of science. The Science Council member bodies provide a wealth of information that can support both teachers and careers professionals.

23. In the same way that science A levels are seen as “facilitating subjects”²⁰⁰ so science degrees provide transferable skills valuable to employers. Young people are often unaware that studying STEM subjects can develop transferable skills such as problem solving, data assessment and analysis, and high levels of numeracy and information technology skills. Having a degree in physics, chemistry, biology, natural sciences or mathematics does not automatically create a physicist, chemist, biologist, natural scientist or mathematician in a career or professional sense and is no more “vocational” than a history, anthropology, classics, a language or philosophy degree. While those who wish to enter research careers in these areas are likely to require a specialist degree in the subject, for the most part the preparation will be good grounding for a very wide range of both science and non science career options. This message needs to come through the careers information, advice and guidance that young people encounter.

MONITORING AND ACCOUNTABILITY

24. The Science Council is unclear as to how the Government proposes to ensure schools and colleges are adequately accountable for their careers provision. It is vital that provision is of an appropriate level of skill and experience and also that the requirement for impartiality is met.

25. The Science Council supports strongly the principle that guidance must not be shaped by the institution’s interests and, in addition, must be informed by the future skills needs of the UK’s economy. This latter point is particularly pertinent for STEM subjects where there is often a deficit of careers awareness amongst young people and with a clear need for technician level science, engineering and technological skills it is also increasingly important to raise awareness of the non-HE routes in to STEM.²⁰¹

26. Ofsted’s thematic review to look at careers advice in summer 2013 is a positive step and we look forward to further details of the review’s scope. There is potential for Ofsted to play a greater role through extending the remit of their ongoing inspections to include careers AEIAG provision. This could include assessing aspects

¹⁹⁸ Greenbank and Hepworth, “*Working class students and the career decision making-process*”, Edge Hill University, 2008.

¹⁹⁹ Archer et al, “*Doing science versus being a scientist*”, p.6. a

²⁰⁰ Informed Choices, Russell Group <http://www.russellgroup.ac.uk/informed-choices.aspx>

²⁰¹ Cogent, September 2008, “Skills for Science Industries: Skills at Work.”

such as the qualifications of those providing careers support, the breadth of resources available to users and whether use is evaluated.

27. It is possible to monitor the action that schools take for careers AEIAG but more difficult to monitor the impact of this activity on career path choices. For science there is a wide range of activities that can provide a positive contribution to careers AEIAG. The list below gives some examples and the Science Council would be happy to provide further information regarding specific examples including reasoning as to why these have been identified as positive activities:

- Continuing professional development for subject teachers and careers advisers
- Trips and visits
- Engaging parents with school activities
- Interactions with professionals and employers, either through practical activities, talks or presentations for pupils
- Project work that illustrates the application of school science topics to the workplace
- Individual visits and consultations—internal and external providers
- Work experience opportunities and world of work opportunities
- Pilot longitudinal studies
- Parent and pupil feedback/evaluation

The Science Council is pleased that the Committee is looking at the important issue of careers guidance and hope that this input is helpful, we would be happy to discuss further any of the issues outlined above.

MEMBER BODIES OF THE SCIENCE COUNCIL

August 2012

1. Association for Clinical Biochemistry*
2. Association of Neurophysiological Scientists*
3. Association for Science Education**/**
4. British Academy of Audiology
5. British Association of Sport and Exercise Science
6. British Computer Society*
7. British Psychological Society*
8. British Society of Soil Scientists*
9. Chartered Institution of Water and Environmental Management*
10. College of Podiatry
11. Energy Institute*
12. Geological Society of London*
13. Institute of Biomedical Science**/**
14. Institute of Brewing and Distilling*
15. Institute of Clinical Research*
16. Institute of Corrosion*
17. Institute of Food Science and Technology**/**
18. Institute of Marine Engineering, Science and Technology*
19. Institute of Materials, Minerals and Mining*
20. Institute of Mathematics and its Applications*
21. Institute of Measurement and Control
22. Institute of Physics and Engineering in Medicine**/**
23. Institute of Physics
24. Institute of Science and Technology**
25. Institution of Chemical Engineers**/**
26. Institution of Environmental Sciences*

27. London Mathematical Society
28. Mineralogical Society*
29. Nuclear Institute*
30. Oil and Colour Chemists' Association*
31. Physiological Society
32. Royal Astronomical Society
33. Royal Meteorological Society
34. Royal Society of Chemistry*/**
35. Royal Statistical Society*
36. Society for Cardiological Science and Technology
37. Society for General Microbiology
38. Society of Biology*/**
39. Society of Dyers & Colourists

* Licensed to award Chartered Scientist (CSci)

** Licensed to award Registered Scientist (RSci) and Registered Science Technician (RSciTech)

***Licensed to award Chartered Science Teacher (CSciTeach)

October 2012

Written evidence submitted by UNISON

INTRODUCTION

1. UNISON is the largest public service union in the UK with 1.3 million members. We are also the largest education union in the UK with over 300,000 members from early year's professionals, local authority staff, school support staff and professional staff in colleges and universities. Finally, we are also the lead trade union representing staff working in careers services throughout the UK.

2. We welcome the opportunity to respond to this consultation, and are keen to provide oral evidence to the committee to expand on the points made in this submission.

SUMMARY

3. The main points of this submission are:

- (a) careers guidance services have been cut and schools and colleges are not well placed to provide guidance in practise and this is backed by international evidence;
- (b) schools are unlikely to have the capacity to offer face to face careers advice, which is needed from year 8 onwards;
- (c) the local authority whilst having responsibility for small specific groups of young people can, if they chose, step in to the vacuum and working with schools help set up cost efficient careers provision for schools to buy in to.
- (d) if this fails there are doubts whether effective assistance can be got to; young people who are not in education, employment or training (NEET) as the careers link between local authority and school is broken;
- (e) the end result is inadequate advice at the point of leaving school, a higher risk of youth unemployment and an incoherence with the adult skills strategy.
- (f) the fragmentation of delivery models will have an adverse impact on the continuing professional development (CPD) of careers professionals

The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty

4. Government policy over recent years and spending cuts, have led to shortcomings and inconsistencies in careers education information, advice and guidance (CEIAG), despite the best efforts of careers professionals. UNISON is concerned that this will now worsen and that schools are not well prepared to fulfil their new duty.

5. The absence of regulatory rigour and safeguards within the new legislation and the cuts the service has faced have led to a postcode lottery on the type and level of careers advice available to young people in schools and colleges. For example, in Birmingham, which is within the top 20 youth unemployment hotspots, the

budget has been reduced from £11 million to £3.8m since 2010. This has led to a loss of two-thirds of the staff and in the second largest city in the UK there is now only one advice centre open.

6. Research published in July 2011²⁰² revealed that of 144 local authorities only 15 would maintain what the researchers termed as a “substantial service”. In six London boroughs—Kingston, Merton, Sutton, Richmond, Croydon and Bromley—all the Connexions careers service offices have been closed. In Hull the number of careers advisers has been reduced from 81 to 18. In other authorities careers staff have been merged into generic youth work posts.

7. The delay in issuing government advice and guidance after the Education Act 2011 has left schools unprepared for their new roles and responsibilities. It also created a major vacuum between April and September 2012, during which time local authority commissioned provision shut down and schools were not proactive in taking up the new duty, leaving a significant gap in careers provision for young people in years 10 and 11.

8. The previous statutory duty for schools to provide careers education programmes, as opposed to the new duty to provide general career advice, has been withdrawn in the Education Act 2011. Such programmes are an essential complement to career guidance provision, helping pupils to develop their career management skills; and should remain a core part of the curriculum. The new duty leaves schools responsible for the type of career service provision available to their students, whose access to impartial career guidance will be dependent on the management priorities of institutions to commission or rely possibly on in-house staff. There is a fear that a biased agenda towards certain academic qualifications in their own sixth forms could emerge and a narrow vision due to lack of awareness of vocational opportunities such as apprenticeships. Institutions’ interests are not always congruent with those of students or with a wider public or employer skills agenda.

9. International studies demonstrate clearly that school-based provision is a weaker model than partnership, where the service is provided by a company, organisation or local authority. Very few countries have school based services as a result. School-based guidance systems tend to have weak links with the labour market and may view educational choices as ends in themselves rather than part of a career strategy. It is estimated that local authorities spent about £200 million on the career guidance element of Connexions Service in 2009–10. This funding is not being devolved to schools to help fulfil the duty, so it is not surprising if schools look at internal solutions. Employing a careers adviser may not be cheaper than commissioning a service, so even less professional options may be chosen. Careers advisers were working in teams in organisations and could share knowledge and information, like local labour market intelligence. They also benefited from continuous professional development and had the economies of scale to keep databases of courses and provision amongst a wide range of colleges and employers. Provision is likely to be increasingly patchy and we recommend that it should be monitored by Ofsted.

THE EXTENT OF FACE-TO-FACE GUIDANCE OFFERED TO YOUNG PEOPLE

10. UNISON believes strongly that young people should have face-to-face information, advice and guidance, especially those who have the least parental/carer support. Effective advice and guidance involves knowledge of the combination of local and national resources that the young person may need. The only reliable, effective and accurate way to do this is face to face. This is at the heart of a professional approach. Connexions offered face to face advice and it is very unlikely that schools will have the capacity to offer this to all pupils.

AT WHAT AGE CAREERS GUIDANCE SHOULD BE PROVIDED TO YOUNG PEOPLE

11. All young people must be supported through 16+ choices by a robust CEIAG provision from Year 8 to gain the skills, knowledge and confidence to take control of their learning and work choices. With more complex options, routes and providers available at 14+, students should be prepared for these choices at the earliest.

THE ROLE OF LOCAL AUTHORITIES IN CAREERS GUIDANCE FOR YOUNG PEOPLE

12. Following the repeal of Section 69 of the 2008 Act, the Secretary of State will no longer have the power to direct local authorities to provide careers services such as those that have been provided by Connexions. But they retain responsibility for particular groups of young people (*Statutory Guidance for Local Authorities on Targeted Support Services for Young People* (April 2011) and is left to authorities to decide locally how to discharge these responsibilities. UNISON believes that there is an urgent need for greater consistency of support for all young people. Authorities are best placed to provide strong co-ordination of local services to ensure young people are linked-up with the support they require to find employment, further education or training after leaving school.

13. All schools, colleges and work-based learning providers in each local authority should work together to produce an area prospectus of opportunities and we recommend that the local authority should facilitate this; indeed, the duty for this co-ordination should sit with the local authority. This would help address issues such as consistency, quality control and coherence in the type of careers advice available to young people.

²⁰² 187 The Careers Service Collapse or Transition August 2011 http://www.derby.ac.uk/files/careers_transition_paper.pdf

14. In Blackburn with Darwen, the local authority has engaged all local schools in a collective contracting arrangement which if successful will mean the contract for universal careers services is effectively transferred from the local authority to the consortium organisation (Education Improvement Partnership) and that a comparable level of service is preserved. In Lincolnshire, the local authority has created a new careers guidance service company formed out of restructuring. It will be funded by the Council until September 2012, and after that it will sustain itself through contracted income from schools, National Careers Service commissions and targeted local authority funding.

The effectiveness of targeted guidance and support offered to specific groups, such as Looked After Children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET.

15. There is evidence that many young people are struggling to make the initial transition from education into sustained work. The Work Foundation report: *Lost in Transition*²⁰³ found that on leaving education, some 48% of young people not in employment, education and training (NEET) have no experience of paid work. This lack of substantive work experience represents a significant barrier to work and highlights the real need for sustained support for young people in taking the initial (and hardest) step into employment. In order to address the NEET problem there is a need to better understand both the nature of the NEET cohort and their support needs. There is scope to improve co-ordination of local services to support young people. There is also a need for schools, businesses and government to work more closely to prepare young people for the labour market. In UNISON's view, historically this has been an important function of independent, impartial careers services, which have effectively been destroyed by recent changes to the sector.

16. We recommend that the DfE follows the effective approaches identified in *Lost in Transition* which help with the re-engagement of NEETs. Many NEET young people who are hardest to help face multiple barriers to participation, such as under-achievement at school, special educational needs (SEN), homelessness, caring responsibilities, disabilities and drug and alcohol problems. It is unlikely that these issues can be tackled by a one-size-fits-all advice and guidance approach. Support may involve combinations of informal basic education, vocational training, or treatment and support for pre-existing problems and conditions. This is commonly known as a 'one-stop-shop' approach. An example of where such an approach has been successful is 42 Street, an organisation supporting young people in Manchester, Salford and Trafford through a range of services including counselling, individual support, group work and volunteering opportunities.

17. Helping young people with learning difficulties and disabilities (LDD) is an area that is already presenting increasing challenges, due to the loss of specialisms arising from the depth of job losses. The list of vulnerable groups to whom the local authority retains a duty to provide a service (including pupils with statements, pregnant teenagers, young offenders, looked after young people, those from travelling communities, pupils at risk of being NEET, newly arrived/asylum seekers and those in need of mental and community health services) may seem comprehensive, but still young people slip through the net—such as young people with LDD. Some authorities, such as Nottingham, have widened their criteria, which should be reviewed and funded appropriately.

18. Early identification of those who are likely to become NEET is important, and support should be provided prior to their disengagement. Many schemes come into play only when the problem has become acute and the young person has been a persistent truant or become NEET. There is evidence that poor educational outcomes and negative attitudes towards schooling can have their roots in primary school. One effective approach taken by some secondary schools has involved identifying those who are 'at risk' of becoming NEET at an early age and prior to beginning secondary education. These schools have fostered links with their primary schools, and the identified pupils were given extra support from an early age, causing the post-16 full time education rate to increase. The follow-up of the progress of young people who have taken part in schemes is essential to prevent them becoming NEET again, and to evaluate the effectiveness of schemes.

19. In one Local Authority a 'Keep in Touch' team was created to contact young people believed to be NEET. Contact was via email, phone, SMS and home visits, and resulted in the rate of young people of unknown status falling from 12% in 2006 to 2% in 2009. Again the cuts that the careers sector has experienced and the paucity of funding will present resource challenges to this effective approach. We recognise that the Government is trying to address this with various initiatives such as the Youth Contract, but in order for this to yield a sustained impact it will require an integrated structure to underpin this, resourced by careers professionals. Local authorities that have achieved large reductions in their level of young NEETs have made NEET reduction a key part of their LAA, Children and Young People's Plan, 14–19 Strategy, and regeneration policies. Strong leadership from the council and involvement from the third sector ensures these plans are implemented effectively. Different agencies such as Connexions, Jobcentre Plus and law enforcement agencies have in the past shared information to allow identification of at-risk individuals, and targeted help to prevent them becoming NEET. We should draw upon the experience of this good practice. The Careers Advisory Group's submission to the Milburn Review of Social Mobility and Child Poverty provides evidence of concerns about tracking destinations and data collection. These concerns are particularly relevant to NEETs: the loss of Connexions will mean that schools, colleges and work-based learning providers will not have access to data to

²⁰³ *Lost in Transition* by Work Foundation published May 2012 [http://www.theworkfoundation.com/DownloadPublication/Report/310_lost_in_transition%20\(2\).pdf](http://www.theworkfoundation.com/DownloadPublication/Report/310_lost_in_transition%20(2).pdf)

respond to their needs. This will be compounded by the loss of data from schools, since they will not be recording interventions with young people except where required for the destinations measure.

20. Initiatives such as the Care to Learn have been successful and information on the scheme should be circulated widely to schools, colleges and governing bodies.

21. There are issues regarding transition and the use of the National Careers Service to provide up to three free careers guidance interviews with a young person with SEN, aged 18. This will usually take a lot more input, in a variety of forms, and more than three interviews just to get the young person to feel able to interact with the adviser comfortably. Consideration has to be given to how young people's LDD affects their ability to understand the advice and guidance given. There should also be consideration of whether their own view of themselves and their LDD is realistic and whether family, friends and carers are supportive or not.

SEN/LDD ISSUES—CASE STUDY

22. Personal advisers have statutory responsibility to attend transition/annual reviews for young people with SEN in school years 9–11 and the final year of sixth form (if applicable). A UNISON member working in a careers service has given us this typical example of some of the problems faced in the provision of careers advice for young people with SEN.

23. Advisers already had asked to attend a review for a young person who is in a secure hospital/education placement out of the local area. He is of compulsory school age, and is the responsibility of the careers service in the area where he is educated. Unfortunately his current school has not bought any Careers support. Due to staffing cuts, advisers were not able to attend the review meeting. There was only one full-time SEN careers adviser, compared to a team of five (plus two senior staff to support) before the cuts. The meeting was scheduled to take place over 100 miles away, and the adviser did not have information regarding educational options where that young person lives. Careers advisers in many places are coming under similar pressure to provide such advice—to young people long distances away, in places about which the advisers have little information.

24. Without regular contacts with schools, careers professionals will have difficulty identifying vulnerable young people. The links with the school they have attended provide vital background information.

THE LINK BETWEEN CAREERS GUIDANCE AND THE CHOICES YOUNG PEOPLE MAKE ON LEAVING SCHOOL

25. The CBI has said that the lack of effective information and guidance prevents young people and those supporting them from making the best decisions at the key transition points in their education. They argue that this not only carries a significant direct cost to the taxpayer, but also burdens employers with a heavy indirect cost, as a large proportion of young people leave education without the skills they need for employment.

26. The Browne report in to higher education recommended that every school should be 'required to make individualised careers advice available to its pupils ... delivered by certified careers professionals who are well informed, benefit from continued training and professional development and whose status in schools is respected and valued'. These arguments hold true for pupils beyond the age of 16. The Government seems to recognise the need to develop a stronger careers profession. Unfortunately, the effects of its other policies have been not to strengthen but rather to demolish the existing infrastructure of professional career guidance provision for young people.

27. Choices being made now will affect the future life chances of individuals throughout the country. It is critical that effective careers services are available to enable individuals to assess what abilities, skills and interests they have, and how they can best develop these through learning and work, both for their benefit and the nation's economic and social well-being.

THE OVERALL COHERENCE OF THE CAREERS GUIDANCE OFFERED TO YOUNG PEOPLE

28. The instability of the careers service is leading to a huge cross section of types of careers advice and the types of provider that are available. Examples of types of provider include careers companies, sole traders and local authorities. Job Centre Plus has recently produced a booklet called *Leaving Education and Providing Work*, and while this booklet is a good idea in principle, it is inadequate in filling the gap left by the cuts and changes to the careers service. For example, the guidance contains no reference to apprenticeship schemes. This highlights the gap in expertise which should be provided by a fully qualified careers adviser.

CAREERS PROFESSIONALS AND CPD

29. We also question how the organisational and professional quality of new providers is to be assured. We endorse the application of the matrix standard but have concerns about the enforcement and monitoring of it. We welcome the move to unify these in the Quality in Careers Standard (QIC) and agree that this should be widely promoted and should explicitly include governing bodies. We welcome the new qualifications framework but the acquisition of qualifications and membership of a professional body overshadows the essential need for careers professionals to work together. It is essential for professionals to consolidate the training with practice provided by the experience of working alongside careers professionals. The fragmented

delivery picture is resulting in more people working in isolation where the needs of the institution become more influential than professional ethics.

30. The Government should be addressing youth unemployment as one of its most urgent priorities, yet the response so far has been piecemeal. The government's response is split across DfE, BIS and DWP, with none of them taking responsibility effectively for overall strategy. If young people are to get the support they need, these areas must be joined up in a coherent approach. It is a particular concern that at present no agency tracks or has responsibility for young people making the onwards transition from school. Compared to young people in other northern European countries, those in the UK are largely left to navigate the transition to work and responsible adulthood alone, and the support they receive varies wildly across different families, communities and employers.

October 2012

Written evidence submitted by the National Foundation for Education Research (NFER)

1. INTRODUCTION

The National Foundation for Educational Research (NFER) welcomes the opportunity to submit evidence to the Select Committee Inquiry into careers guidance for young people in light of the new statutory duty on schools to secure access to independent and impartial guidance for learners in Years 9–11 from September 2012. For this submission we draw on an extensive track-record of research relating to careers education, information, advice and guidance (CE/IAG) undertaken by the NFER over 10 years ranging from evaluations of effective provision and delivery of careers education and guidance in the late 1990s to more recent research, for example examining the delivery of IAG in the implementation and impact of Diplomas and a review of what constitutes “good” IAG. Furthermore, we draw on the strand of NFER's Programme of Research *From Education to Employment* which reviews careers professionals' involvement in schools and is currently examining which interventions, such as those related to careers guidance, help to engage those young people at risk of disengagement.

2. EXECUTIVE SUMMARY

2.1 Key challenges

2.1.1 Achieving high-quality CE/IAG provision nationwide is a challenge given its scope and characteristics: comprehensive, well-structured, appropriate programmes integrated into the curriculum, driven by young people's needs, personalized, available and mediated through a range of formats and delivered by well-informed teachers and careers coordinators in collaboration with external partners (eg employers and careers advisers). The new duty requiring schools to provide impartial and independent guidance for learners in Years 9–11 is an additional challenge in terms of defining what this means in practice and ensuring its consistent implementation.

2.1.2 Keeping young people engaged in appropriate learning or training and helping them to develop skills to negotiate post-16 transition points (eg school to college/apprenticeship) is a challenge which requires an important contribution from CE/IAG given the Raising of Participation Age and broader, more diversified post-16 pathways. Many of these young people will require one-to-one support and guidance from teachers, employers and careers professionals in school, colleges and the National Careers Service.

2.2 Key recommendations

2.2.1 Identification and dissemination of good practice and guidelines for the implementation of high-quality CE/IAG including the delivery of impartial and independent guidance for learners in Years 9–11 (challenge 1 above).

2.2.2 Training for all school and college staff on the importance of careers guidance, linkages of subjects to career routes, awareness of options and routes, and knowledge of where to direct a young person to expert guidance (challenge 2 above).

2.2.3 The availability of personalized, one-to-one careers guidance for all young people (challenge 2 above).

3. EVIDENCE FROM RESEARCH

The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfill their new duty

3.1 Young people are not a homogeneous group, so if they are to access the course and institution that is appropriate to their aptitudes and interests post-16, they need to receive impartial and tailored guidance about what is available to them. Research has shown that careers guidance provided in schools is not always impartial. For example, NFER's publication: “How do Young People Make Choices at Age 14 and Age 16?” <http://www.nfer.ac.uk/publications/YPM02/> reported that the level of information given to students varies, even within schools, and is not always impartial (there was evidence that showed that teachers in schools for 11–18 year olds sometimes lacked impartiality by encouraging students to stay at their school sixth forms).

Furthermore, NFER's national evaluation of Diplomas, indicated that where Year 12 learners, who had been studying a Diploma for a year reflected on the IAG received in Year 11, in the main, this was not through IAG provided through the institution at which they had studied in Year 11. Rather they felt they had been informed about the Diploma through further education college prospectuses, open days or evenings, through a teacher suggesting that the Diploma might suit their learning style or through their own research <http://www.nfer.a01c.uk/publications/IIDG>. This evidence suggests the need for the impartial provision of careers information. Looking ahead, we believe that accountability to ensure the delivery of independent and impartial careers guidance will rest with Ofsted and destination measures.

3.2 A review of careers professionals' involvement with schools in the UK was conducted as part of *From Education to Employment*, a strand of NFER's Research Programme. It showed that there are three main ingredients of high-quality careers education and guidance: collaborative working; personalised support; and appropriate programmes. Evidence from a number of studies highlighted in the review suggest that good collaborative working between schools and outside agencies (such as employers or careers advisors) is fundamental. Additionally, collaborative approaches are particularly effective with "at risk" young people because they enable schools to draw on different kinds of support to tackle specific needs, and so provide tailored guidance and personalised support. This is essential to responding to the complex needs of different groups and individuals (see paragraph 7.1 and 7.2 below). The evidence suggests that successful CE/IAG programmes are those that are well structured, integrated into the curriculum, and supported at a strategic level by senior management teams. They are most effective when appropriately timed, providing support at the earliest opportunity and at key transition points. It is a combination of these approaches, together with high-quality, impartial and relevant programmes, as well as advice from parents and families, that works best in supporting young people's decision-making. Where these elements are in place, it is likely that destination data will reveal lower dropout rates at 17 and positive transitions to education, employment and training post-compulsory participation age (<http://www.nfer.ac.uk/publications/RCPI01>).

3.3 If the purpose of careers *guidance* is to provide young people with high-quality, independent and impartial information on options and routes available to them post 16, the purpose of careers *education* is, in the early years of secondary education, to underpin careers IAG delivered in Years 9 to 11. Careers education should enable young people, for example, to identify their preferred learning styles, their strengths and weaknesses and should enhance decision-making skills. There is scope to further develop careers education. In NFER's research "*How do Young People Make Choices at Age 14 and Age 16?*": <http://www.nfer.ac.uk/publications/YPM02/> careers education and guidance was sometimes mentioned more in relation to its absence or perceived poor quality, rather than in terms of its contribution to decision-making.

3.4 As well as high-quality, comprehensive and impartial careers guidance it is also important that careers guidance is available, and mediated through a range of formats. For example, where Diploma learners were positive about the IAG they received, they were more likely to report that they had received information via a broad range of methods, the IAG they had received fully covered the content and structure of the Diploma and they had the opportunity formally and informally to seek information from well-informed teaching staff: <http://www.nfer.a01c.uk/publications/IIDG>.

3.5 NFER is currently conducting research to establish how local authorities and schools are preparing for the new duty (*Effective transition of careers guidance from local authorities to schools—practice examples*: forthcoming). However, it is likely that schools that were already providing high-quality careers guidance will be best prepared to fulfill the new duty in terms of providing independent and impartial careers guidance to students.

3.6 Achieving high-quality CE/IAG provision consistently across England, including the new duty on schools to provide impartial and independent guidance for learners in Years 9–11, is a challenge given the scope and characteristics of high-quality CE/IAG outlined in 3.1–3.5 above. It is worth noting that schools' decisions about investing resources in CE/IAG will be taken alongside those for competing investments including, for example, academy conversion, action to raise learners' achievement and attainment, and infrastructure to provide new courses.

4. THE EXTENT OF FACE-TO-FACE GUIDANCE OFFERED TO YOUNG PEOPLE

4.1 Face-to-face guidance is not universally available to all young people, although there is evidence that young people benefit from one-to-one careers guidance. NFER's research "*How do Young People Make Choices at Age 14 and Age 16?*" <http://www.nfer.ac.uk/publications/YPM02/> provides evidence that young people benefit from personalised support. The research highlights that young people make decisions in different ways (even within schools) and their mindsets change over time depending on their experiences (even amongst those who at first seemed decided on a particular pathway). They bring different mindsets to the decision-making process, and, therefore, individuals need varying levels and types of support. In terms of who should provide such individualised support, it is likely that teachers know students best, yet, teachers might not have the knowledge to provide the information, advice and impartiality required at an individual level. The mode of delivery of such one-to-one careers guidance, and the person who delivers it, varies between schools and is widely recognised to be time-consuming. In "*Careers coordinators in schools*" (<http://www.nfer.ac.uk/publications/CCB01/>) the report revealed that careers coordinators in some schools devoted a large proportion

of his/her time to giving one-to-one interviews to all Year 11 students (plus their parents in some schools). In other schools, teaching staff were allocated as “academic mentors” to students in Years 9 and/or 11.

4.2 One-to-one careers guidance is most closely linked with targeted support for more vulnerable young people and is discussed below (paragraphs 7.1 and 7.2).

4.3 One-to-one careers guidance is not strictly necessary for all young people. In some cases group sessions on, for example, apprenticeships are useful. Regardless of the mechanism of delivery what is more important is that one-to-one guidance is available if needed and it is of a high quality (see paragraph 3.2 above).

5. AT WHAT AGE CAREERS GUIDANCE SHOULD BE PROVIDED TO YOUNG PEOPLE?

5.1 Careers guidance should be available to learners from Year 7 (or possibly before, in primary education) to the age of 19 years old and beyond. The fragmentation of the school system, through, for example the introduction of UTCs, Studio and Free Schools, means that learners, and their parents, will need to be better informed about alternative qualifications, school specialisms and pathways at an earlier stage. We believe it is important that all learners (and their parents) receive IAG early enough in order to make fully informed decisions. The failure to provide careers guidance early enough means learners make decisions based on incomplete information. For example, the NFER evaluation of Diplomas indicated that many learners had only received Diploma-related specific IAG *after* expressing an interest in the qualification, meaning many learners never received any information on Diplomas at all. <http://www.nfer.a01c.uk/publications/IIDG>

5.2 Furthermore, learners need to develop their self-awareness (including an understanding of their strengths and weaknesses and preferred learning styles), decision-making skills and broader awareness of the world of work *before* they receive careers guidance. We believe, where learners have been supported, through careers education at an earlier stage of their education, they are better equipped to subsequently make use of careers IAG. For example, evidence from the NFER key stage 2 career-related learning pathfinder evaluation shows that where learners in Year 6 were made more aware of the world of work, they developed an increased understanding of the link between education, qualifications and careers and had a more positive attitude towards school and education: <http://www.nfer.ac.uk/publications/91,037/>

5.3 In addition, NFER’s summary of evidence on support for learners making informed decisions and choices in a widening 14–19 landscape, indicates that learners clearly make decisions in different ways and at different paces and need time to assimilate careers information and what it means for them in terms of their subject choices: <http://www.nfer.ac.uk/publications/SMD01/>

5.4 We believe, in light of the Raising of the Participation Age, the more diversified, broader post-16 pathways and the decreased focus on work experience pre-16, learners will need more careers guidance aged 16–19 in schools, sixth form colleges and further education institutions. Evidence indicates that there is a high degree of “churn” amongst learners between education and employment (highlighted by Wolf’s Review of Vocational education: <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00,031–2011>) and we believe that a greater focus on careers guidance for learners aged 16–19 would help to reduce churn and increase engagement in education, training and sustained employment. NFER’s Research Programme strand *From Education to Employment* highlights in its review of careers professionals’ involvement with schools, the importance of coherent careers education and guidance programmes that are well-structured and appropriately timed to support all key decision or transition stages from Year 7 to 13: <http://www.nfer.ac.uk/publications/RCPI01>.

5.5 In addition, the NFER review of existing evidence of the benefits and challenges of raising the participation age and training to 18 revealed that suitable post-16 pathways, high-quality careers guidance and support (pre- and post- 16), and good alternative pre-16 provision will encourage voluntary participation. <http://www.nfer.ac.uk/publications/RPA01/>.

6. THE ROLE OF LOCAL AUTHORITIES IN CAREERS GUIDANCE FOR YOUNG PEOPLE

6.1 Local authorities retain the responsibility to encourage, enable and assist the participation of young people in education or training and this will rise to the age of 18 years old in 2015. They are also expected to assist the most vulnerable young people and those at risk of disengaging with school or work. These broad requirements beg the question: what role local authorities should play in practice? NFER’s current research (*‘Effective transition of careers guidance from local authorities to schools—practice examples’: forthcoming*) explores early arrangements between local authorities and schools in terms of meeting the new duty to secure independent and impartial careers guidance for young people in schools.

6.2 Nevertheless, the role of local authorities is likely to change in response to the evolving landscape of more autonomous, self-improving schools and the emergence of a mediating layer of service providers including careers guidance. It remains to be seen as to whether there will be a tension between the local authority’s role as a source of independent information on all education providers for parents and young people, for example via their online 14 to 19 prospectuses, and their role as a provider of careers services to be commissioned by schools, academies and colleges.

7. *The effectiveness of targeted guidance and support offered to specific groups, such as Looked After Children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET*

7.1 Even though these groups of young people often receive targeted support, NFER's study "Barriers to Participation in Education and Training" suggests that there is an issue around the amount and nature of careers guidance available to some young people. A substantial minority of young people, particularly those with learning difficulties or disabilities, teenage parents, and young people in jobs without training or who are not in education, employment or training (NEET) reported that they did not receive enough support and information, and did not feel prepared for their future when completing Year 11. <http://www.nfer.ac.uk/publications/BPTZ01>

7.2 The importance of having an adult who knows the individual and who knows about careers options is relevant to all learners, but is particularly relevant for more vulnerable individuals. This is vital in order to prevent disengagement with learning and is necessary to ease transitions between key stages of education and between institutions.

8. THE LINK BETWEEN CAREERS GUIDANCE AND THE CHOICES YOUNG PEOPLE MAKE ON LEAVING SCHOOL

8.1 The link between careers-related skills and successful transition at 16, in terms of minimum change of courses and positive progression post-16, is established (Morris, 2004). Furthermore, NFER's research into how young people make decisions (Blenkinsop *et al.*, 2005) reported that when students felt supported in decision-making by the school they were more influenced by school factors (such as individual talks with teachers and the careers education and guidance provision) and less reliant on external factors such as friends and family. This research also highlighted that few students, particularly at age 14, made the link between careers education and guidance activities and the actual personal decisions they were making, suggesting the need for schools to make such links more explicit. These findings emphasise the need for young people to receive a comprehensive programme of careers education, to enhance their careers-related skills and self awareness, and impartial careers guidance, delivered by knowledgeable adults (who know about the young person and are familiar with the potential progression routes), to ensure that they make the right choices for post-16 progression.

9. THE OVERALL COHERENCE OF THE CAREERS GUIDANCE OFFERED TO YOUNG PEOPLE

9.1 We believe that key to achieving a consistent, rational approach to careers guidance is:

- 9.1.1 a comprehensive careers education programme from Year 7 (or before)
- 9.2.2 sufficient impartial information about all alternatives (including content, structure and learning styles of qualifications, the equivalence of qualifications, the subsequent progression routes open and the location of learning) so that young people can make informed decisions in Year 9 and 11
- 9.1.3 careers guidance delivered by well-informed teachers and careers professionals and supported by well-informed parents
- 9.1.4 information mediated through a range of mechanisms, for example through area prospectuses, written information, taster days and experiences and guided direction.

9.2 We believe that the use of a matrix of the strategies outlined above will deliver a coherent careers guidance offer.

10. RECOMMENDATIONS FOR ACTION

10.1 In order to achieve the coherent careers guidance approach outlined above we recommend:

- 10.1.1 all young people in a local authority should have equal access and opportunity to careers education and guidance. This emphasises the value of centralized sources of information, such as an area prospectus of post-16 provision
- 10.1.2 training for all school and college staff on the importance of careers guidance, linkages of subjects to career routes, awareness of options and routes and knowledge of where to direct a young person to expert guidance
- 10.1.3 the availability of personalized, one-to-one careers guidance for all young people
- 10.1.4 identification and dissemination of good practice and guidelines for practice, for example "*Effective transition of careers guidance from local authorities to schools—practice examples*": forthcoming and "*Careers professionals' involvement with schools: A practical guide for headteachers*" <http://www.nfer.ac.uk/publications/RCPI02>.

Written Evidence submitted by Newcastle City Council, Childrens Services.

1. SUMMARY

1.1 This evidence is submitted by John Collings, Executive Director of Children's Services, Newcastle City Council (NCC).

1.2 Newcastle Local Authority (LA) is in a good position to be able to respond to the inquiry. We have an overview of the 11 secondary schools and academies, how they are preparing for their new duty in September and we work closely with the Post 16 providers in the local area. We have an outstanding record of partnership working and are well respected by our schools²⁰⁴ for our collaborative support networks.

1.3 NCC has worked extensively with all the schools in Newcastle to ensure they are aware of the new duty placed upon them through the Education Act 2012. This has included briefings for Head Teachers, Governors and Senior IAG Leads.

1.4 The NCC model of delivery has the Connexions Service delivering the statutory services to targeted students in a variety of settings. Additional services that schools can buy is called the "Careers PA+" Service. These services can be purchased as a package or on an individual, hourly basis include;

- 1:1 guidance and action planning
 - Self referral drop in sessions
 - Higher Education advice/information
 - Group sessions on a range of topics including post 16 options, LMI, decision making
 - Parents/carers interviews
 - Parents/carers evenings
 - Attending Careers Conventions
 - Undertaking the Annual Activity Survey on year 11 destinations
- Purchasing the "Careers PA+" service also ensures that schools are able to continue to access free training and professional updating from Connexions Tyne and Wear HUB Services.

1.5 The main theme of our submission is to emphasise the complexity, variability and uncertainty of the messages being communicated to the young people in our schools.

1.6 The new duty on schools to secure independent and impartial careers guidance for young people set alongside the relaxation of the need to provide careers education and work related learning at KS4 have created a potentially worrying scenario. We outline the reasons below in more detail.

2. The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty;

2.1 The purpose of careers guidance is to help prepare young people for the next stage of learning and ultimately the world of work.

2.2 This is delivered in a variety of ways within our schools from one-to-one interviews; group work; whole day, themed sessions and often includes mentoring, visits to FE, HE and employers.

2.3 The best provision incorporates use of qualified impartial Connexions staff alongside the school's own trained, qualified personnel in delivering a whole-school approach to Careers Education, Information Advice and Guidance. This type of provision also engages expertise from local Colleges, Universities, Work-Based Learning Providers and businesses and includes work with staff, students and parents within the wider Careers Education curriculum. The local Education Business Partnership (EBP) have a strong track record of effective experiential guidance that is highly regarded by all of the schools in Newcastle.

2.4 All of the schools have been provided with a "Directory of Contacts" collated by the EBP to call upon for help with this work and include work placements, tasters, talks, presentations, workshops, lesson plans and resources.

2.5 It is recognised nationally that impartiality can be an issue in schools with 6th forms as highlighted by the Association of Colleges's survey, March 2012.

2.6 The "Careers PA+" menu of services outlined in the Summary allows schools to "buy in" extra Personal Adviser time over and above the targeted time with vulnerable students.

3. THE EXTENT OF FACE-TO-FACE GUIDANCE OFFERED TO YOUNG PEOPLE;

3.1 For the coming academic year 2012–13, Connexions and Newcastle schools have worked together to establish lists of Y9–11 vulnerable students. These students will get face-to-face careers guidance from the Connexions Personal Adviser.

²⁰⁴ Throughout this document where we refer to schools we also include academies.

3.2 At this point, four of the eleven secondary schools want to buy back the extra support from the LA for 2012–13. Most of this delivery is one to one guidance with Y11 students in preparation for progression into post 16 learning opportunities. Since these institutions are trading with NCC Connexions Service then we can feel confident that the quality and impartiality of the guidance will be guaranteed.

3.3 What is not clear at this stage is how the other seven schools are preparing to meet their statutory obligations and dialogue between NCC and the schools will continue. We are not aware of any schools in Newcastle trading with private careers companies or with other local authority Connexions Services.

4. AT WHAT AGE CAREERS GUIDANCE SHOULD BE PROVIDED TO YOUNG PEOPLE;

4.1 It is our opinion that early provision of careers guidance will have positive results for the young people concerned. We have undertaken a range of work with several Primary schools over the years when Aimhigher funding was available that enabled Y6 pupils and their parents/carers to visit a university and a college for a day with work back in school that focused on employers and progression routes. Evidence from the Apprentice Students on Campus (ASC) programme indicates that pupils and parents aspirations and awareness are raised through this programme. A newly appointed Raising Aspirations Partnership (RAP) Co-ordinator working for Northumbria, Newcastle and Sunderland Universities will be reviving the ASC programme after a gap of a year through lack of funding. Newcastle primary schools will be actively recruited to take part in the programme. Connexions in Newcastle have excellent examples of working within the primary sector, raising awareness and aspirations of younger pupils in some of the most deprived parts of the city and the value of this input has been recognised and greatly appreciated by the schools and staff involved. This Primary work is not being continued as limited Connexions resource has to focus on directly supporting young people who are NEET or at risk of becoming NEET.

4.2 The Tyne and Wear Aimhigher Progression Framework, developed from the Action on Access Higher Education Progression Framework was an excellent example of a detailed set of activities and interventions that schools could build into their Y7 to Y13 curriculum. All of the proven activities were designed to raise aspirations, awareness and attainment and counteract the effects of disadvantage and promote social mobility. We would strongly advise that the age range for careers education be extended down to Y6 and up to Y13.

4.3 Careers education and guidance is a process with one complementing the other and decision making skills, informed choices and the ability to challenge and interpret information are key skills required if wrong decisions are to be avoided later in life.

5. THE ROLE OF LOCAL AUTHORITIES IN CAREERS GUIDANCE FOR YOUNG PEOPLE;

5.1 Within the School Improvement Service in Newcastle we continue to employ staff who liaise and collaborate with providers of post-16 education and those that have an interest in Careers Education Information Advice and Guidance (CEIAG) and Participation. This is an essential part of the future provision to ensure CEIAG is championed, that an overview is maintained and that schools feel supported in their fulfilment of their Duty.

5.2 The Local Authority will keep a watching brief on developments in the first full academic year of the reshaped duties on providers through continued dialogue with schools/academies, young people and other partners. The range of arrangements and degree of priority given to meeting new duties will be a particular area of interest. Information gathered will allow officers to better judge the validity of the proposition to extend requirements on schools re- Yr 8 and post 16 Careers IAG.

5.3 As the City Council has a duty to ensure the best possible outcomes for young people regardless of background or circumstance it is to be hoped that the level and quality of Careers IAG and related support should not be predicated on a local offer that is effectively a “lottery” of access depending on how individual schools choose to meet their duty. A system of accountability needs to be in place to ensure schools are meeting the requirements.

5.4 We have had an excellent record of designing and maintaining a useful online Area-Wide Prospectus which includes the function of a Common Application Process to enable participating schools to track all of their Y11 students as they apply to their next destination. The change in national policy has meant this is no longer able to be funded by the LA and the future of a coherent city-wide service is now in doubt as individual schools will be asked to fund it. The replacement National Careers Service website does not, as it stands, have the detailed local information contained for each provider that the AWP has.

5.5 As a local authority, NCC has a duty to report and return data via the NCCIS. This database records, tracks and monitors the destinations of all 13–19 year olds and is crucial when looking at the impact of those young people receiving careers guidance against those who do not. This information will be of great importance to the schools as the progression measures require them to take more responsibility for the destinations and qualifications of the whole cohort rather than just those who remain in the school sixth form post 16. All providers will need to be reminded of their duty “to support the LA in recording young people’s post 16 plans and the offers they receive along with their current circumstances and activities” to reduce the risk of “information gaps”.

6. *The effectiveness of targeted guidance and support offered to specific groups, such as Looked After Children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET;*

6.1 Newcastle LA have been clear that Connexions will continue its statutory duty in relation to support to “vulnerable” young people in education (and up to 25 with LDD) and those young people aged 16—19 who are NEET. The Looked After Children Team, Youth Offending Team, Teenage Parent Support and LLDD Team all have Connexions Personal Advisers to work with their client groups, pre and post 16. To further strengthen this work, robust information sharing agreements and protocols need to be devised, promoted and implemented. This applies to services both internal and external to the Local Authority.

6.2 Children eligible for Free School Meals were one of the target groups for the Aimhigher programme and the Gifted and Talented Targeted Support Programme. There is a wealth of evidence from both programmes that this kind of intervention can have a major impact on raising awareness, aspirations and attainment. With no extra funding, other than the Pupil Premium, there will not be the same impact.

6.3 Schools have a track record of working closely with the LA and brokered support to identify and provide for potential NEETS. We have been beneficiaries of two rounds of RPA funding, ESF Project funding to work with potential NEETS and now the Youth Contract. Each of these projects have evidence of successful targeting and interventions.

6.4 As Connexions moves to working only with “vulnerable” groups in compulsory education then it will be essential to have in place effective “impact” measures in order to monitor the targeting of resources at specific groups of young people. Equally important is that these young people remain known to Connexions and other services for them to receive all the support and help they require to engage and participate in the opportunities available to them.

6.5 Connexions continues to be well placed to deliver services to specific groups and maintain the CCIS database.

7. *The link between careers guidance and the choices young people make on leaving school;*

7.1 ‘High quality CEIAG can help young people to make good choices, both for them and for the wider economy, matching skills supply more closely with demand. Consistently good CEIAG can also make opportunity more equal, helping to create a fairer, more just society.’²⁰⁵

7.2 A further quote from a secondary head makes the point “... the inescapable conclusion that high quality Careers Education and Information, Advice and Guidance delivered in a personal and personalised manner makes a very significant contribution to high standards, high expectations and, therefore, to the lives and life chances of school students”.

7.3 Clearly careers guidance, on its own, cannot provide everything a young person needs to equip themselves with the skills and knowledge required to make informed and robust decisions about their futures and schools need to play their part not just in providing them with high quality, independent and impartial careers guidance but combining that with an effective and relevant careers education programme delivered by well trained and informed staff.

7.4 We do not have any locally collated research currently on the link between careers guidance and the choices young people make on leaving school. As the call for evidence has happened over the school summer break we have not been able to involve schools/academies directly. However, once term starts we would be able to provide Case Studies if required.

7.5 CfBT published “Evidence and Impact: Careers and guidance-related interventions” in 2009 which includes young people’s voice and Careers Advisers findings.

8. THE OVERALL COHERENCE OF THE CAREERS GUIDANCE OFFERED TO YOUNG PEOPLE.

8.1 We are confident that “vulnerable” young people in education, those with LDD and young people 16—19 who are NEET will receive professional support from qualified and experienced Connexions staff. However, the lack of buy in from schools for traded services for “universal young people”, the lack of any statutory requirement for an effective careers education programme and the possibility of a range of private careers guidance providers coming into the market could lead to fragmentation and inconsistencies in delivery and support and it remains to be seen how this will impact on progression, participation and retention in learning.

8.2 Each school will approach careers education/guidance in a different way, depending on a range of factors:

- Whether there is a member of the Senior Management Team championing CEIAG
- Whether there is a dedicated member of staff with responsibility for CEIAG or if it is someone with many other roles
- The school’s curriculum and organisation of the school day
- The school’s financial situation

²⁰⁵ Towards a Strong Careers Profession—a report to the DfE, October 2010

- The proportion of vulnerable students able to access the statutory service
- Existing business and employer links
- Relationships with other providers of post 16 learning

9. RECOMMENDATIONS:

9.1 Schools should be advised by the Department for Education to adopt the ACEG Framework for Careers and Work Related Learning (CWRL)

‘Careers guidance plays a vital role in helping individuals make the decisions about learning and work that are right for them, but for it to be effective, young people need to have the knowledge and skills to access and make good use of the information, advice and guidance. They also need the skills of career management to seek out opportunities, make successful applications and manage transitions. This is why schools, colleges and other learning providers need to complement the provision of careers guidance with careers and work-related education planned within the curriculum.’ ACEG Framework, April 2012

9.2 LA’s should continue to broker progression support from a range of providers on behalf of schools.

9.3 Ofsted should give careers guidance increased importance in the evaluation of school effectiveness.

9.4 The National Careers Service should be expanded to offer face-to-face guidance for pre-18 students as well as develop the database of course information to ensure a comprehensive coverage of all Post 16 learning provision.

9.5 The Inquiry should revisit the Education Select Committee’s Fourth Report “Participation by 16–19 year olds in education and training” published by the House of Commons, 12 July 2011. Paragraphs 25–28 identify key issues from a year ago and recommendations that reinforce the points we have made above around funding guidance services for young people, accountability through Ofsted and extending the age for provision of guidance down to Y7.

9.6 The House of Lords Science and Technology Committee’s Second Report, “Higher Education in Science, Technology, Engineering and Maths subjects published on 17 July 2012 has several recommendations specific to careers guidance that we support.

Paragraph 46: We recommend that the Government should direct the new National Careers Service to ensure that appropriate advice is given to young people about the following: STEM subject choice at school and its possible consequences for future study and careers; the choices available within STEM subjects at HE level and beyond and the advantages of pursuing a STEM degree; and, relevant careers advice that highlights the jobs available to STEM graduates both within STEM and in other industries. In order to make STEM careers and subject choices more accessible to students, parents and teachers, we would encourage the Government to use new technologies by, for example, commissioning a STEM careers App.[]

Paragraph 47: As well as careers advice, knowledge of careers education for those working with students is also important. According to the CBI, “for many young people, teachers are the first port of call for advice about subject choices and future study or work. But with most teachers having limited experience of work outside the education system, their insights can be restricted”.[] Ofsted told us that “teachers and careers advisers do not consistently have the expertise to advise on the plethora of other career routes in STEM”.[] We have some concerns that the shift to a national careers service will not provide sufficient incentive for teachers to seek to improve their expertise. **Schools should ensure that support for careers education through continuing professional development (CPD) is provided to those offering careers advice to students.**

October 2012

Written evidence submitted by the Institute of Mathematics and its Applications

EXECUTIVE SUMMARY

1. The Institute of Mathematics and its Applications (IMA), the UK’s learned and professional society for mathematics and its applications, runs the successful MathsCareers website which provides a host of information, features and resources capturing the attention of mathematics students and those with an interest in mathematics, of all ages.

2. The experience in running such a website coupled with the diverse membership base of the Institute (which includes students and those employed in teaching, academia, industry, commerce and the public sector) contribute to our belief that the IMA is well-placed to comment on the necessity for particular attention to be given to the specialised careers guidance which young people deserve to reveal to them the ubiquity, utility and fascination of mathematics as a career and as an underpinning, essential tool to many other careers.

3. We believe that the careers advice for mathematics should begin in the classroom with the applications of mathematics being shown in conjunction with the core mathematics which is being taught.

4. We are concerned that individual schools will struggle to resource careers services sufficiently to promote mathematics in a way which its sustained contribution to society and the economic health of the country requires, and that the social acceptability of being “poor” at mathematics will remain unchallenged.

5. The experience of the IMA is that a successful careers guidance service requires a wealth of expertise which, we believe, schools will struggle to provide.

6. We recommend that Continuous Professional Development (CPD) should be provided for mathematics teachers and careers advisors to enable them to explain the enormous benefits to students of studying mathematics throughout their secondary education.

BRIEF INTRODUCTION

7. The Institute of Mathematics and its Applications (IMA) is the UK’s learned and professional society for mathematics and its applications. The IMA exists to support the advancement of mathematical knowledge and its applications and to promote and enhance mathematical culture in the United Kingdom and elsewhere, for the public good.

8. The IMA became aware of this Education Committee Inquiry towards the closing date for the submission of evidence, limiting the detail of our submission. The IMA would be pleased to give oral evidence or to submit further information on specific request.

EVIDENCE

9. The IMA established the MathsCareers website (www.mathscareers.org.uk), because the previous provision provided by the Connexions organisation was extremely limited, focusing almost exclusively on the finance sector and maths teaching. The IMA MathsCareers website is now the most successful STEM careers website in the UK with viewing figures regularly recording more than 15,000 visits per month (an encouraging figure, but which sadly reflects a small percentage of the cohort that is studying secondary mathematics). Since there is no alternative supply of maths careers advice, and the IMA facility is not funded, we note in passing that there is a lack of coherence in the structure of national careers guidance.

10. The evidence of the IMA concentrates on the consultation point related to the overall coherence of the careers guidance offered to young people, and touches on the point related to the age at which careers guidance should be provided to young people. The IMA MathsCareers website is an excellent source of information in the UK to both students of mathematics and to anyone with an interest in the subject, with website pages divided by age range—from the age of eleven years upwards—and by themed groupings (including Environment; Health and Society; Business and Money; Entertainment; Science and Engineering; and Sport). It provides written articles, career profiles and videos illustrating the ubiquity, utility and fascination of mathematics as well as practical resource materials and good-practice guidance for teachers, careers advisors and individuals.

11. The website does not focus exclusively on those who will study mathematics at university: in contrast, it shows the broad application of the subject in areas as diverse as maths in fashion and maths in the mechanics of sport; it demonstrates the fascination and ubiquity of the subject and aims to counter the belief that it is socially acceptable to “fail” at mathematics. In short, it offers an inviting perspective into a subject area of vast potential.

12. The IMA is of the view that the delegation of such a service as advising on mathematics careers advice to individual schools would be highly problematic and an unfair challenge. We are concerned that schools will struggle to resource themselves with a fraction of the wealth of materials which are needed to demonstrate that the study of mathematics can lead to hugely varied career choice options. Mathematics is a key contributor to the economic success of the nation, and an enthusiastic supply of future mathematically able students is essential to the sustainability of the economic contribution.

13. In addition to specific careers advice, which pupils will receive in years 9–11, we believe that the aspiration of mathematics-rich careers paths can begin with the early learning of the subject if pupils have the applications of the core mathematics that they are learning demonstrated to them. This is vital to stimulate interest in the subject from an early age. For this to be successful, teachers and careers advisors would have to have included in their training the need to demonstrate the ubiquity and application of mathematics (we note the very poor availability and uptake of suitable CPD materials related to careers from maths and the STEM sector generally).

14. Additionally, it is important for young people to realise that mathematics underpins many of the technologies which they use on a daily basis, eg mobile phones, games stations, and the internet. With this type of approach the social acceptability of “failing” at mathematics would be challenged and the enormous diversity of the many branches of the subject could be given due recognition. As a result, careers guidance would be advanced and enriched.

RECOMMENDATIONS

15. We recommend the provision of CPD for maths teachers to show the utility, applications and rich career opportunities that a study of mathematics provides.

16. We recommend CPD for career advisors to boost the STEM careers knowledge of advisors, many of whom are not knowledgeable about the STEM sector.

17. We recommend that centralised funding should be provided to key STEM careers websites (MathsCareers, futuremorph; Tomorrow's Engineers) to show the benefit and satisfaction of studying STEM subjects to learners and to the country.

October 2012

Written evidence submitted by Think Global and the British Council

1. About Think Global and the British Council

1.1 Think Global is an education charity that promotes global learning and encourages people in the UK to learn about international issues such as globalisation, poverty, and climate change. The majority of our work is in the formal education sector and the Think Global Schools Network consists of over 6000 teachers committed to global learning.

1.2 Think Global is a membership body, with over 150 organisational members including subject associations, universities, local authorities and many development and environment NGOs in the UK.

1.3 The British Council creates international opportunities for the people of the UK and other countries and builds trust between them worldwide. We are a Royal Charter charity, established as the UK's international organisation for educational opportunities and cultural relations.

1.4 The British Council's 7000 staff in over 100 countries work with thousands of professionals and policy makers and millions of young people every year through English, arts, education and society programmes. Through our international schools programmes, we connect policy makers, school leaders, teachers and students in the UK with others worldwide to enrich education, build international understanding and trust and promote global citizenship.

2. RECOMMENDATIONS

2.1 This joint response addresses one element highlighted as of interest to the Committee in this inquiry, **"the overall coherence of the careers guidance offered to young people."**

2.2 This joint submission makes one recommendation, **that careers guidance include information from business leaders about modern skills that employers require of their employees, and in particular, the importance of global understanding.** A recent Think Global and British Council poll of business leaders, conducted by ICM, showed overwhelmingly that broadening young people's horizons and teaching them about our globalised world is vital if the UK is to compete in the global economy. Without an understanding of the importance of global awareness, young people will not be equipped for the job market, and careers guidance that does not include this information cannot comprehensively prepare them for it.

2.2.1 **Crucially, young people are unaware of the importance of an international outlook to prospective employers.** A separate piece of research with young people showed that less than half of the students polled by YouGov on behalf of the British Council (48%) thought that an international outlook benefits their work prospects.²⁰⁶

2.2.2 **For job seekers, knowledge and awareness of the wider world is more important than degree classification or A-levels:** In recruiting new employees, more employers (79%) say knowledge and awareness of the wider world is important than the numbers of employers who say the following are important: degree subject and classification(74%), A-level results (68%), or A-level subjects (63%).²⁰⁷ Young people need to be offered opportunities to learn about the world in a meaningful way and given chances to participate in activities that increase their awareness of other people and places. Careers guidance should be highlighting these opportunities and their importance.

2.2.3 **Three-quarters of businesses think we are in danger of being left behind by emerging countries unless young people learn to think more globally,** and are worried that many young people's horizons are not broad enough to operate in a globalised and multicultural economy: 75% and 74% respectively agree with these two statements, and just 5% and 7% disagree.²⁰⁸ Key markets for the future growth of UK businesses are the expanding economies of Central

²⁰⁶ YouGov poll on behalf of the British Council, 2011, *Next Generation UK*. Available at: www.britishcouncil.org/new/PageFiles/15492/YouGov_Report_v3.pdf

²⁰⁷ ICM poll on behalf of Think Global and the British Council, 2011, *The Global Skills Gap: Preparing young people for the new global economy*. Available at: www.think-global.org.uk/resources/item.asp?id=6404

²⁰⁸ ICM poll, as above.

and South America, Asia and the Middle East. These include the “BRIC” countries but also Turkey, Indonesia, Mexico and the Gulf States: Brazil is the world’s sixth largest economy while Turkey, Mexico, Saudi Arabia and Indonesia are all in the G20. Businesses need people with international skills and experience to successfully engage with new partners and markets, or they will miss out on the many opportunities available. Young people, therefore, need to be made aware of the roles and opportunities in international companies and organisations that work with people in other parts of the world; and what these businesses are looking for in their employees.

2.2.4 The vast majority of businesses think it is important for schools to be helping young people to think more globally and lead more sustainable lives, and four-fifths think schools should be doing more: 93% of businesses think it is important for schools to help young people develop the ability to think globally. 80% think schools should be doing more; only 2% think they should be doing less.²⁰⁹ Schools need to develop strategies to build up students’ global knowledge, for example, by having links with schools in other countries, carrying out cross-curricular projects with global themes, discussing global issues in pastoral time and assemblies and building topics into lessons across the curriculum.

2.3 Careers guidance can be improved to reflect the modern skills that employers are looking for, in particular a global understanding, by:

- 2.3.1 making careers teachers aware of the needs of modern businesses through readily available evidence and research;
- 2.3.2 supporting careers teachers to translate that information for children, through information packs (virtual or physical) and/or training;
- 2.3.3 sharing information between schools about successful examples of working with global businesses and organisations to help students develop the global knowledge, skills and experience required by employers;
- 2.3.4 encouraging schools to help students learn about the world through classroom and whole-school activity, and encouraging schools to make use of free resources such as www.globaldimension.org.uk and www.britishcouncil.org/schoolsonline;
- 2.3.5 students can build their global awareness in a variety of ways, for example, by taking part in programmes like the British Council’s Connecting Classrooms scheme that links UK schools with schools around the world, or by volunteering with an international NGO, taking part in the Erasmus scheme or choosing a degree course that offers a junior year abroad;
- 2.3.6 finally, supporting schools to help students articulate their global competence to prospective employers—for example, by demonstrating relevant skills, knowledge and experience in their personal portfolios.

October 2012

Written evidence submitted by the Association of Employment and Learning Providers (AELP)

EXECUTIVE SUMMARY

- (a) For almost all young people work will play the biggest part in their lives for many years and making sure they leave school work ready must be a key aim of their time in school. (Paragraph 3)
- (b) Ongoing comprehensive, independent and impartial information, advice and guidance from the earliest possible stage is essential for all young people. (Paragraph 4)
- (c) Access to guidance about all the options and the progression routes that these open up, is vital. (Paragraphs 5–6)
- (d) All young people need face to face careers guidance (and not just be pointed to a website or given a phone number to call). (Paragraph 7)
- (e) Schools must not be allowed simply to make arrangements for careers guidance that they feel meets the needs of their pupils and only be expected to work as appropriate with external and expert providers. Firm and decisive action needs to be taken to ensure that they fully understand and meet their statutory duties. (Paragraphs 8–14)
- (f) Information, advice and guidance must not be just impartial and independent but must provide comprehensive information about all options—ideally presenting a range of **common** information/data/facts. (Paragraphs 15–16)
- (g) There should be greater involvement of employers, both to input information on local labour market needs and ensure understanding of the need for basic employability skills. (Paragraph 17)

²⁰⁹ ICM poll, as above.

(h) Ofsted should look at the delivery of information, advice and guidance as part of school inspection. (Paragraphs 18–20)

(i) Academy schools do not seem to fall under the same requirements and expectations and so have greater freedom about the service they do (or do not) offer. (Paragraph 21)

(j) What is needed is a more detailed set of measureable careers guidance duties, backed up by specific underpinning statutory guidance and a rigorous Ofsted inspection regime. This would go a long way to ensure that all young people receive the best possible independent IAG, enabling them to make genuine informed choices about their education, training and future career prospects. (Paragraph 22)

INTRODUCTION

1. The Association of Employment and Learning Providers (AELP) represents the interests of a range of organisations delivering state-funded vocational learning. The majority of our 600 member organisations are independent providers (from both the private and the third sectors) holding contracts with the Skills Funding Agency, with many also delivering Department for Education (EFA) and Department of Work and Pensions (DWP) funded provision. In addition to these we have a number of colleges in membership, as well as non-delivery organisations such as SSCs and awarding bodies as Associate Members. This means that AELP offers a well rounded and comprehensive perspective and insight on matters relating to its remit.

2. Almost without exception AELP's members raise the inadequacies of information, advice and guidance (IAG), particularly for young people, as an element to be included in almost every policy paper, consultation response and submission produced by AELP. We are particularly keen, therefore to input to the deliberations of the Select Committee, and would very much wish to have the opportunity to come and discuss our concerns with its members.

OVERVIEW

3. The biggest responsibility facing all schools is to ensure that when their pupils move on, either into higher or further education or into the workplace, they have had the best preparation possible to enable them to succeed in life. Undoubtedly for almost all these young people **work** will play the **biggest part in their lives** for probably the next forty plus years and so making sure all leave properly "**work ready**" must be a key aim, if not the key aim, of their time in school.

4. Schools must also make sure that all their pupils **understand that leaving statutory education does not mean the end of their learning**. Indeed statutory education is only the start, and for the vast majority their learning must continue in the workplace throughout their working lives if they are to develop and adapt to meet the challenges of competing in a swiftly changing global economy. We firmly believe that ongoing **comprehensive, independent and impartial information, advice and guidance** from the earliest possible stage, especially now pupils are able to leave the formal school environment at 14 to start vocational education at Studio schools or University Technical Colleges, is essential if every one of these young people is to be placed on the route best able to make use of their talents and allow them to prosper both at home and work.

MORE SPECIFIC COMMENTS ON THESE ISSUES

5. AELP welcomes the Coalition Government's recognition of the critical importance, not just of careers guidance, but of comprehensive independent and impartial careers guidance for all young people. We agree that access to such guidance about **all the options and the progression routes that these open up**, is vital if we are to ensure that all young people make the most of the opportunities that are available to them post-16.

6. We are concerned, however, that in many areas the information, advice and guidance service for young people, on which the National Careers Service should have been built, has virtually disappeared on the back of funding cuts made by local authorities and support the work being done by Careers England to maintain and improve the quality of careers guidance in the future.

7. We firmly believe that **all** young people need face-to-face careers guidance, something that is not offered to them via the new National Careers Service²¹⁰ and is not guaranteed under the current proposals for careers guidance for young people. This is particularly important for young people with learning difficulties and disabilities (LDD), who are likely to need additional support, 16–18 NEETs (not in education, employment or training) who often come from a background where no parent or close family has been in employment and also those living in rural areas.

8. Furthermore with the responsibility for IAG for young people now placed on schools it is simply not good enough to allow those schools the freedom to make arrangements for careers guidance **that they feel** fit the needs and circumstances of their pupils, and only expect them "to work, **as appropriate**, in partnership with external and expert providers²¹¹". Despite assurances from John Hayes in March 2012²¹² which were

²¹⁰ Confirmed by John Hayes in response to Parliamentary Question 105342 from Gordon Marsden MP, 24 April 2012

²¹¹ Quote from consultation on careers guidance for schools, sixth form colleges and further education institutions, launched 9 May 2012.

²¹² Quote in Careers England press notice on the Quality in Careers standard, 14 March 2012.

confirmed shortly afterwards by David Willetts, who stated that, “the Department for Education will publish statutory guidance for schools very soon, and it will make it clear that schools cannot discharge their duty simply by relying on in-house support or by signposting to a website”²¹³, when the Statutory Guidance was published in April 2012 it offered no means of preventing this and all a school has to do is state that it views such signposting as “the most suitable support for young people to make successful transitions”.

9. Although undoubtedly many schools will do an excellent job there is still a very real danger that some (and even one is too many) will be tempted to limit the type of careers advice to what the **school perceives** to be best rather than placing the young person at the centre of that decision. They can then end up protecting their own sixth forms and promoting the academic routes to higher education that they are familiar with and understand, rather than the focusing their advice on the needs and best interests of their pupils.

10. We are often told that post-16 funding arrangements have led to this behaviour, encouraging schools to retain people but with no accountability for inappropriate progressions post 18/19. These reports are reinforced by an Ofsted report which notes that, “The information, advice and guidance given were not always sufficiently impartial about the options open to young people at the age of 16, for example where secondary schools had their own sixth forms”²¹⁴

11. This picture is further supported by research undertaken recently by the independent education foundation Edge, which found that a third of pupils have never been presented with the option of taking up a vocational course and that 77% of A level students surveyed were even discouraged from pursuing vocational paths. Almost one quarter of these pupils thought their school was more concerned with sending students to university than concentrating on what is right for the individual.²¹⁵ It was interesting that at a key debate organised by AELP for the National Improvement Partnership Board (NIPB) neither of the two apprentices invited to address the audience (one of whom was last year’s Apprentice of the Year) had been told about apprenticeships at school.

12. A real danger of offering incomplete IAG that needs to be borne in mind is the likelihood of pupils dropping out early and becoming NEET if encouraged to stay on in school on inappropriate academic courses rather than being steered towards a more relevant and (for them) rewarding vocational route such as an apprenticeship. In future the cost of getting this wrong will potentially impact even more than now on these learners—with the introduction of loans for those aged 24+ undertaking level 3 courses and above will mean that they will have to pay far more for their “second chance” when they do finally enter the workforce and start to develop and progress in their careers.

13. This issue will become ever more significant when the plans to raise the age to which all young people in England must continue in education or training (RPA) are introduced. It is already becoming clear that many pupils and their parents are assuming (wrongly) that this means staying on at school or college and do not realise that they will still be able to undertake work based learning—ideally via an apprenticeship—if that would better suit their aspirations and abilities.

14. We must point out that even when schools are doing their best things can still go wrong. We have heard of hard working, well motivated students insisting on doing A levels because that is what they have been directed towards for the past few years, then despite working hard at the end of their first year their AS marks have been poor simply because it was not the right course for them. Many then change to BTECs and do really well, but the poor IAG has cost them a year and there is less funding left available to support their ongoing learning. The schools have had no vested interest in advising them wrongly, but simply are not fully aware of all the options. This is perhaps not surprising as many (if not most) teachers have themselves had not real-life work experience outside of the school environment and the reality of work in the wider world of work.

15. It is also important that IAG for all young people from year 8 upwards must not be just impartial and independent but must provide comprehensive information about all options—ideally presenting a range of **common** information/data/facts, stating clearly (amongst other things) the costs of/funding available for the various routes open to them, the range of occupations accessed via these routes, the comparative value of qualifications (including wage returns) and actual (ideally local) labour market demand for those qualifications/occupations. Too often young people (and their parents) do not fully understand the various routes/options open to them and so they do not make the choices that would be in their own best interests as well as the economy as a whole.

16. This is backed up by recent research undertaken by the Centre for Social and Economic Inclusion (CESI) for the Local Government Association (LGA)²¹⁶ which clearly identified the mismatch between training undertaken and vacancies available in the labour market, eg the environmental industry created an estimated 89,000 jobs last year, but only 27,000 young people were trained to take them, whilst applications to work in media were heavily over-subscribed.

²¹³ David Willetts in response to Parliamentary Question 100025 from Damian Hinds MP, 15 March 2012.

²¹⁴ Ofsted 2010. Moving through the System—Information, Advice and Guidance, p.5. Cited by John Hayes in Education Bill Committee, 29 March 2011.

²¹⁵ Research data reported in FE Week and in the Daily Mail in May 2012.

²¹⁶ CESI research for LGA—Hidden talents: Skills mismatch analysis, published June 2012

17. As well as always making full and proper use of independent and impartial careers professionals (who should be required to keep fully up to date on all education, training and employment opportunities, including local/national initiatives, qualifications, etc) we believe that it is important to involve local employers in the provision of careers advice, to ensure that the local labour market information is always relevant and up to date.²¹⁷ This will be even more important given the fact that work experience (previously recommended but never compulsory) is being withdrawn, if pupils are to be fully informed and prepared for working life. This would also help address the problem so often identified by employers, that young people are not work ready and lack the basic employability skills required for sustainable employment. Indeed, we believe that work experience should continue to be recognised as an essential part of schooling. Careers guidance should also cover how to job search effectively, CV writing, how to conduct yourself in an interview, and also enterprise awareness and self employment as a career option.

18. Given the concerns set out above we believe that all IAG provided under either the current arrangements or a new extended duty covering pupils in year 8 and upwards to the age of 18 should be subject to independent inspection—ideally covering the quality, breadth and impartiality of IAG—by Ofsted. Indeed, John Hayes has stated that meeting their statutory duty “would be part of what being a good school was about, and I would expect Ofsted to take a look at it”.²¹⁸ This view was also supported by the House of Commons Education Select Committee, which recommended that “... Ofsted inspections should, as part of the pupil achievement strand within the framework for inspection of schools, assess specifically whether schools are meeting their statutory duty to secure the provision of independent and impartial career guidance”²¹⁹.

19. The Inspection Framework published in April 2012 indicates that inspectors must consider the extent to which pupils have gained “... a well-informed understanding of the options and challenges facing them as they move through school and on to the next stage of the education and training”²²⁰, but the procedures for making such judgements are unclear.

20. Welcome reassurances were offered in a letter on 28 April 2012 from John Hayes to AELP chief executive, Graham Hoyle, which confirmed that, “Complaints to the Secretary of State about a school’s failure to comply with their new careers guidance duty and the underpinning statutory guidance will be taken extremely seriously, particularly if evidence emanates from a variety of sources. We will also look at the new National Careers Council to both highlight good practice in schools and inform us of any serious concerns about compliance”.

21. We are also concerned that Academy schools do not seem to fall under the same requirements and expectations and so have greater freedom about the service they do (or do not) offer. Any diminishing of the careers guidance offered by schools could have a severe impact on the wider FE sector to provide greater careers guidance services which they are not currently funded/resourced to offer.

22. That said, however, given the vague nature of both the duty and the Statutory Guidance it is again not clear what would be considered evidence of “a school’s failure to comply”. What is needed is a more detailed set of measureable careers guidance duties, backed up by specific underpinning statutory guidance and a rigorous Ofsted inspection regime. This would go a long way to ensure that all young people receive the best possible independent IAG, enabling them to make genuine informed choices about their education, training and future career prospects.

October 2012

Written evidence submitted by the Association for Careers Education and Guidance (ACEG)

1. INTRODUCTION

1.1 The Association for Careers Education and Guidance (ACEG) is the subject association for all those who lead, manage and deliver Careers Education and Guidance (CEG) in schools and colleges in England and Wales. Our key purpose is to promote excellence and innovation in CEG for the benefit of all young people.

2. EXECUTIVE SUMMARY

2.1 This submission has been produced by the ACEG Executive Council in response to the Education Select Committee’s call for evidence regarding careers guidance for young people following publication of the Education Bill 2011. It covers the following topics:

- Careers Education in Schools
- Careers Guidance in Schools
- Careers Guidance and Local Authorities
- ACEG Recommendations for Action

²¹⁷ Learndirect report “Work ready? Get fit for the job”, published May 2012.

²¹⁸ John Hayes in Education Bill Committee, 29 March 2011.

²¹⁹ House of Commons Education Committee (2011). Participation by 16–19 year Olds in Education and Training, volume 1, p.58.

²²⁰ Ofsted (2012). The Evaluation Schedule for the Inspection of Maintained Schools and Academies, p.22.

2.2 The information upon which this submission is based has been provided by ACEG members throughout England who are working in or with educational institutions as they plan to meet their new statutory duty to provide independent careers guidance to pupils in Years 9, 10 and 11 from September 2012 and in local authorities as they revise their involvement in the provision of careers guidance practitioners and support to schools in the development of careers education and work-related learning.

2.3 Throughout this submission, the term “schools” is used as a generic title for all educational establishments serving young people between the ages of 11 and 19, so comments made include those from maintained schools, academies, independent schools, free schools, studio schools and university technical colleges.

2.4 The submission also considers the potential effects of the removal of secondary schools’ statutory responsibility to provide careers education in Key Stages 3 and 4 and work-related learning throughout Key Stage 4 as these are essential pre-requisites for meaningful careers guidance.

3. CAREERS EDUCATION IN SCHOOLS

3.1 The DfE’s Statutory Guidance to Schools states that:

*‘Section 29 of the Education Act 2011 places schools under a duty to secure access to independent careers guidance for their pupils in school years 9–11. **Careers guidance secured under the new duty must be presented in an impartial manner; include information on the full range of post-16 education or training options, including Apprenticeships and promote the best interests of the pupils to whom it is given.**’*

3.2 Evidence shows that schools are adopting a variety of measures for careers education (CE) and work-related learning (WRL) as underpinning elements in fulfilling their new statutory duty to provide careers guidance.

- 3.2.1** Since the Act states that careers education and work-related learning are no longer statutory, some schools are intending to withdraw both from the curriculum, opting instead to provide them on an ad-hoc basis via well-meaning teachers or tutors. However, unless these teachers/tutors receive specialist training in maintaining impartiality and are regularly updated with information about all courses, employment or training opportunities available to their pupils, they will be unable to meet the demand made in the emboldened statement above. This responsibility CANNOT effectively be carried out solely by a commissioned careers guidance practitioner. (See para. **3.2.4**)
- 3.2.2** Some schools are intending to provide limited careers education through “drop down” or collapsed timetable days (typically one per year in KS4). Drop down days have proved to be beneficial when used to supplement a progressive careers education programme, as they often have an instant impact but used alone they cannot provide sequential information throughout the two-year period which is often required for pupils to arrive at balanced decisions over time.
- 3.2.3** Other schools are electing to employ a non-teaching, school-employed careers adviser who will have the responsibility of providing all careers education, information and guidance. Sometimes this person is an ex-Connexions or careers company adviser who may well possess the necessary careers guidance qualification but unless this person receives ongoing professional supervision and training to ensure competence in delivering or co-ordinating careers education, the provision of impartial and up-to-date labour market information cannot be guaranteed. This is a major concern with this model, especially in 11–18 schools where impartial guidance is also difficult to maintain if there is no external careers adviser involvement.
- 3.2.4** A fourth option is to abrogate responsibility for all “careers work” to a commissioned external practitioner, whose interactions with students are likely to be only in a one to one capacity. Without a careers education programme, this practitioner may well need to spend much of the available guidance time in providing careers education, ie in supporting the development of career management skills, ensuring awareness of the broad range of opportunities and qualifications to young people who, through no fault of their own, know little or nothing about available opportunities or their own suitability in making applications to them. Consequently, when conducting a careers guidance interview, valuable time will have to be spent on developing skills and exploring possibilities which could and should have been done prior to the interview. Connexions advisers used to be allocated to schools and so could get to know the nature of their school and the pupil cohort. This relationship will now be limited if the service is provided solely by a commissioned adviser available at set times only and who may be working with a large number of schools.

3.3 We have already made clear in our response to DfE’s consultation held earlier this summer that impartial careers education and guidance should be statutorily provided from Year 8 as young people have an increasingly diverse range of options to choose from at the age of 14—in Studio Schools, Free Schools, University Technical Colleges and in Further Education Colleges. The 2011 Education Act makes clear that there is no responsibility for schools to provide any careers education or guidance to pupils below the age of 14 with the result that

many young people who could have benefited from these new opportunities may not be aware of their existence, let alone receive any guidance on taking them up.

3.4 The “Course Search” facility on the National Careers Service website is woefully inadequate in providing information on learning opportunities for young people and so this cannot be seen as a substitute for information that should be provided and explained to pupils by schools. The telephone helpline is no help in this regard either as national operatives cannot be expected to know information details of all courses available locally. We have grave concerns that this telephone service is based upon Connexions Direct and will look to signpost callers to “local provision” which in most areas will not exist. In addition, the qualifications that the telephone “guidance staff” have is not at the nationally recognised level 6 and in some cases is only at Level 3 (Information and Advice only). To compound confusion, some local authorities have retained an electronic prospectus and common application process, others have not. (See also para 5.2).

3.5 Where there is a local award for the quality of careers education and guidance provision, schools that have gained the award and want to keep it are maintaining a careers education presence, either within the taught curriculum or as a strong component of tutorial or PSHE programmes. However, some schools that previously held their local award have allowed it to lapse as they have made the decision not to commission external careers guidance (para 4.1), thus precluding them from meeting their local quality award standard. It is hoped that through promoting awareness of the new national Quality in Careers Standard (QiCS), which is an overarching award for local quality awards in careers education and guidance, more schools will be encouraged to work towards achieving an award. This will help to ensure that pupils are aware of their skills, aptitudes and preferences and the nature of all progression opportunities before they receive individual careers guidance from a qualified external professional.

4. CAREERS GUIDANCE IN SCHOOLS

4.1 Some schools have stated that they are not intending to commission any external careers guidance services and will provide guidance solely from internal sources. The reason given in most cases is that no funding has been made available for them to do so as none of the £200 million previously spent on the careers element of Connexions has been allocated to schools. Where schools plan to provide careers guidance internally, some have already appointed a qualified careers adviser from their Pupil Premium funding or from other already-stretched budgets; some are making arrangements for a teacher to gain a professional qualification in careers guidance; others are asking well-meaning members of staff unqualified in careers guidance to take on this work. In our view, none of these arrangements comply with the new legislation.

4.2 Where schools are attempting to meet their new responsibilities by commissioning external careers guidance practitioners, some have asked our Association for assistance in understanding from whom they can purchase such a service. In areas nationally, there seem to be ad-hoc arrangements being made, with some schools individually commissioning careers guidance services from ex-Connexions careers advisers now working as sole traders; some from new or existing careers companies; some from their known and trusted local authorities; some from education-business partnerships or social enterprise companies that have recruited careers advisers. In some areas, schools are working in consortia to commission their careers guidance services.

4.3 Coherence is the key to ensuring effectiveness and efficiency of any resource put into careers education and careers guidance. In ideal practice, this coherence is more likely where individuals with a responsibility for overseeing pupils’ progress in school and qualified external careers guidance practitioners work closely together to ensure efficient use of resources and identification of individual young people’s needs. External careers guidance advisers operating within the Connexions service were able to measure the correlation between the stated preferred choices of individual young people and their eventual destination, from the CCIS-compatible client database systems used by all external careers guidance providers. Unless all careers guidance providers operating under the proposed arrangements continue to record outcomes on a standardised client database, there will be no record of preferred options and consequently conflicting advice may be given over time. Feedback obtained from members working in local authorities and schools indicates that the commitment to collect data through CCIS-compatible systems is already fragmenting and with it, the opportunity to make systematic comparative measurements of students’ career aspirations and their eventual destination as determined through careers guidance.

4.4 Unlike careers practitioners working in the National Careers Service who provide careers guidance to adults over the age of 19, the market for careers advisers working in the 14–19 sector is largely unregulated and does not require the stringent qualification rubric set by the Department for Business Innovation and Skills (BIS) for adult careers advisers. In our view, all careers professionals should be members of the new Career Development Institute (CDI) [endorsed by BIS, operational from early 2013] and hold the qualifications recommended by it.

5. CAREERS GUIDANCE AND LOCAL AUTHORITIES

5.1 Some local authorities are operating integrated Youth Support Services, of which careers guidance is a component, funding a basic level of careers adviser time to schools with additional time or services available on a charged basis. Where this is happening, schools that have in the past received a good service from Connexions are grateful for this “no cost to them” adviser time and seem keen to maintain the status quo as

far as they can. However, those local authorities funding this service report that it is unlikely they can continue to do this post March 2013.

5.2 Some local authorities have elected to retain a constantly updated and detailed prospectus of all learning and training opportunities available to young people living in their area. Where this is the case, they have become a first port of call for young people to research availability of courses or training programmes and are highly regarded. Where the prospectus contains a common electronic application process, this has become a useful tool both for young people making multiple applications and careers guidance professionals for tracking the progression of young people. The future of all local electronic prospectuses is now under threat due to local authority funding cuts and the prospectus facility contained within the NCS website (Para 3.4) is of little use to young people seeking opportunities in their own locality.

5.3 Careers guidance on a wholly-traded basis is offered by local authorities in some areas whereby schools can select from a menu of services but they are in direct competition with other providers offering a similar service resulting in bargaining and “buy one get one free” offers. Schools are reporting that they do not wish to spend time “shopping around” in this way.

5.4 In order to prevent the above from happening, there are some local authorities that have withdrawn from offering a service themselves but provide schools in their area with a list of approved providers of careers guidance where organisations and individuals must apply to the LA to get on the list and have to achieve specified quality criteria in order to be included.

5.5 In other areas, local authorities have withdrawn completely from careers guidance except to meet their remaining statutory responsibility for providing this to vulnerable young people only, leading to the possibility that schools may claim that all their pupils are vulnerable and so should receive a local authority careers service. Some local authorities provide schools in their areas with consultancy to help them make arrangements to meet the new duty or at least provide a Guide to commissioning careers guidance.

6. ACEG RECOMMENDATIONS FOR ACTION

6.1 As the National Careers Service is deemed to be a joint BIS/DfE venture, it is apparent that BIS is by far the more involved, both in terms of developing the service and with associated projects such as QiCS and CDI, and in funding (£84 million), resulting in a much-improved service for adults. DfE does not appear to have instigated any real improvements and has contributed just over £7 million. John Hayes, Minister of State for Further Education, Skills and Lifelong Learning has stated that the 2011 Education Act means that all schools must commission external careers guidance but some academies report that the Rt Hon Michael Gove, Secretary of State for Education has said that this is not the case and academies may employ their own careers guidance practitioners with no requirement for qualifications. This is confusing and we are of the view that there are fundamental differences between the two departments on the way forward which does not improve prospects for young people. We recommend that BIS and DfE resolve these differences and provide a clear, consistent message to ensure provision of an equally-accessed National Careers Service worthy of the name.

6.2 This government’s trust in headteachers to “do what’s best” for their pupils and the received mixed messages described above have inevitably resulted in a plethora of intended practice for the provision of careers education, work-related learning and associated guidance, likely to result in a postcode lottery with regard to their very existence and quality. Schools do not have to commission professionally-qualified careers advisers, nor do providers of school careers advisers have to meet the matrix standard, while providers of careers guidance to adults through the National Careers Service do. Ofsted has made clear that it is not its role to monitor DfE policy and there is no indication that the DfE itself intends to monitor the effects of new statutory duty. We recommend that DfE and BIS jointly issue much stronger joint statutory guidance to schools with some earmarked funding to try to ensure a more uniform approach. It should be a requirement that that Ofsted reports on the quality of CEG in schools and reports include comparison of destinations data with the quality of CEG programmes. We also recommend that all careers education and guidance practitioners are members of the Career Development Institute and therefore adhere to their code of ethics.

6.3 This careers guidance element of the 2011 Education Bill falls way short of improving young people’s access to—or quality of—careers education and guidance, resulting in no standardised national entitlement for young people to careers guidance at a time of soaring youth unemployment—a travesty for this generation of young people. To make matters worse, the nature of “vulnerability” varies across local authorities resulting in disparity of opinion about to whom the local authority will provide careers guidance. We recommend policy on careers guidance provision is revised so that people of all ages, abilities and needs have equal access to impartial careers guidance from a professionally-qualified National Careers Service adviser.

Written evidence submitted by Association of South East Colleges (AOSEC)

INTRODUCTION

Association of South East Colleges (AOSEC) is the regional organisation representing Further Education Colleges in the South East of England. Our members include 59 Colleges made up of general FE, Sixth Form and land-based Colleges, which collectively have an income of over £1 billion.

In the South East AOSEC has various networks of College staff which meet from across the region. This provides an invaluable forum to discuss the policy developments that emerge, including around careers guidance. AOSEC has been able to capture a number of College views through the network meetings, and overall has found that the picture differs across the region.

AOSEC is affiliated to the Association of Colleges.

EXECUTIVE SUMMARY

College Careers Advisers are often professionally qualified and have undertaken impartiality training. They provide advice to students as well as external applicants. However, Colleges have reported a shortage of Careers Advisers following the demise of Connexions and other careers support services.

Colleges have often found that it is difficult to receive an invitation to talk to students in their local schools about the post-16 options that they offer, particularly where schools have their own sixth forms, because the schools see the College as being in competition.

From September 2012, when the duty to secure independent impartial career guidance for pupils transfers from local authorities to schools, there are two issues that need to be addressed. Firstly, whilst statutory guidance will be available to schools on careers advice for young people, the interpretation of this will depend on the Head teacher, which may result in quite a variety of different advice being offered. Secondly, the duty states that the guidance should be provided by someone “external” to the school, in order to classify as “independent”, and this could lead to the post-16 options at the local College being omitted.

All young people, not just the more disadvantaged, should be able to access face-to-face careers guidance and it is important that the National Careers Service provides this facility.

More high quality, impartial, careers advice for young people about their academic and vocational options, particularly around the apprenticeship route, will be key to helping the Government achieve its target of full participation for young people aged 17 from 2013 and 18 from 2015.

1. the purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty;

1.1 Colleges provide a broad and valuable range of careers guidance to young people through their Student Services departments. College Careers Advisers have often gained professional qualifications, which include impartiality training, and amongst other things provide one-to-one advice to their students as well as to external applicants. Many Colleges have the Matrix standard, which externally validates the quality of the information, advice and guidance that they offer.

1.2 Colleges also have School Liaison Officers who have more of a marketing role (as opposed to careers guidance) and whose job includes going into local schools in order to publicise the post-16 options available in the College. In examples of good practice, these opportunities may include:

- Careers fairs
- A short presentation in a year group assembly
- A thirty minute presentation to a whole or half year groups over a whole lesson
- A whole PSHE lesson
- A lunchtime “drop-in” session
- A presentation to year 10 at the start of a BTEC in Work Skills course
- Special events—eg Apprenticeship events/intervention evenings.

Apart from this, the College may arrange for groups of school students to come into College to see the facilities and get a general feel for the environment. Here Colleges can use “student ambassadors” to talk about their experiences. Colleges also run taster days or taster courses during the holiday, particularly “summer warming” where Colleges invite year 10 and 11 students into the College to do informal courses over the summer months, ready for a September start.

1.3 However, despite these genuine examples of good practice, overall Colleges have reported mixed messages in their opportunities to enter local schools. In particular, in areas where schools have sixth forms, the local FE College is seen as in competition for student numbers and therefore the schools are resistant to letting their pupils know what the College has to offer. Indeed, some Colleges in the South East have reported a break down of communication with a school over the issue. In addition, in recent times, Colleges have recounted that some schools will only allow them in to talk about apprenticeships, as this has been a statutory

requirement, but the College is told they cannot talk about anything else. In these examples, Colleges have concerns about the quality and impartiality of the careers guidance being made available to the students in the schools, due to the restrictions that are being imposed.

1.4 Overall the problem is hard to relay up through the usual lobbying channels, due to the reluctance of individual FE Colleges to name their local partner schools or have their individual concerns made into a national example, for fear of ruining the long-term relationship that they are aiming to establish and maintain.

1.5 In addition, College staff have reported that, when they are invited into a local school, they find themselves having to play a “political” game, whereby they focus their talk around those courses that are not in direct competition to the local school eg perhaps motor-vehicle and land-based opportunities, in order to maintain the open door to the school. For Colleges, it is largely a case of having to court a College-friendly contact within the school in order to act effectively.

1.6 Looking to the future, from September 2012, when the duty to secure independent impartial career guidance for pupils transfers from local authorities to schools, there are various issues that AOSEC feels need to be addressed. Firstly, whilst statutory guidance will be available to schools on careers advice for young people, the interpretation of this will be down to the Head teacher, which may undermine the best intentions of the duty. Secondly, the requirements of the duty state that the guidance needs to be provided by someone “external” to the school, in order to classify as “independent”, however this still potentially means that the post-16 options at the local College could be omitted. This could potentially prevent many students from understanding the full range of vocational and academic options that are on offer to them in their local community, which could be key to them making a success of their study as the participation age rises to 17 in 2013 and 18 in 2015.

2. the extent of face-to-face guidance offered to young people;

2.1 FE Colleges’ Careers Advisers offer face-to-face guidance to both young people in the College and to external applicants. However, the demise of Connexions and other careers support services has led to a shortage of Careers Advisers available to both schools and Colleges. As also outlined, School Liaison Officers have a variety of opportunities to go into local schools to promote the College’s courses to young people. However, the extent to which Colleges are allowed into their local school is patchy and differs widely. Likewise Colleges report that, where they in turn invite school groups into the College, the opportunity is not always taken up.

2.2 In addition to the geographic variances, there is also sometimes a tendency to assume that face-to-face guidance should be reserved for those students with the greatest needs, whilst academic high flyers can use their resourcefulness to search online and in a more “sophisticated” way. Colleges feel that in practice this attitude greatly undermines the potential for all students to receive good careers guidance, and that face-to-face guidance should be an opportunity available to all young people.

2.3 The National Careers Service will also have a key role to play in enabling young people to access good careers guidance. AOSEC considers that the Service needs to offer face-to-face guidance for all young people, rather than just via the Service’s website, online support or a telephone call.

3. at what age careers guidance should be provided to young people;

3.1 Careers guidance should be made available to all young people from year 8. As the participation age is raised to 17 from 2013 and to 18 in 2015, it will be important for young people to identify early what their specific talents and interests are. This will help to engage them from a younger age, enabling them to participate in College course programmes from age 14 where appropriate, so that they have a better chance of making a success of their education, training and future career options.

4. the role of local authorities in careers guidance for young people;

4.1 As the independence of the careers advice available to young people will be central to its success, the question of how to police this will be critical. Whilst the Department for Education has indicated that it will be involved in this, there is also an opportunity for local authorities to help ensure that schools are fulfilling their part of the duty. This could perhaps involve facilitating a collective procurement of careers advice for schools in their area, thereby enabling a consistent service across the local schools. This, alongside Ofsted thematic reviews of how schools are implementing the new duty (from January 2013), should be a useful step towards making the independent and impartial career guidance successful.

4.2 If the Department for Education decides that careers guidance should be made available to young people in schools from year 8, it will also be necessary to ensure that academies and free schools, which are outside local authority control, are also subject to suitable guidelines that protect the interests of young people studying in these institutions.

5. *the effectiveness of targeted guidance and support offered to specific groups, such as Looked After Children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET;*

5.1 Local authorities will have an important role to fulfil in providing targeted guidance and support to these specific groups. In particular, they will have to work closely with schools to ensure there is early intervention where specific young people have been identified as at risk of becoming NEET. They can also help refer young people to other services, such as the Youth Offending Service, as appropriate.

5.2 Education, Health and Care Plans will have an integral role to play in the future in ensuring that people with special educational needs or disabilities are able to access appropriate support from 0–25. As local authorities will have the task of carrying out Learning Difficult Assessments, and identifying those people who are eligible, they will again have a valuable part to play with this target group.

6. *the link between careers guidance and the choices young people make on leaving school;*

6.1 Careers guidance will have a substantial impact on the choices that young people make on leaving school. It is invaluable for helping young people make decisions about which academic or vocational courses are most suitable for them. As the Government is keen to promote apprenticeships as a key component to the post-16 curriculum offer, there needs to be greater work to ensure that young people are aware that Colleges offer this training path. This will be key to making the plan to raise the participation age successful.

6.2 AOSSEC also considers that it would be advantageous for young people to have the chance to explore a number of different post-16 options, should they wish, so that they can make their choices from an informed position. This will likely improve retention and achievement further down the line, helping both young people and the education institutions, as well as better enabling the Government to meet its full participation targets.

7. *the overall coherence of the careers guidance offered to young people.*

7.1 Whilst the careers guidance proposals can be coherently understood, they are likely to result in different experiences for young people across the country. For instance, it will be at the discretion of Head teachers to decide how to interpret who delivers the independent ie “external” support which is offered to the young people, which could result in quite a broad range of possible advisers being allowed to work with young people on their post-16 options.

7.2 In addition, it is important that all young people have access to face-to-face guidance rather than just the most disadvantaged.

7.3 Issues around the careers guidance that academies and free schools are required to offer to young people in year 8, and how this is effectively policed, need to be resolved to ensure that the young people in these educational institutions are not left out, if the Government presses ahead with plans to extend the new duty on schools for their students in year 8.

7.4 There are still some teething issues around the National Careers Service which need to be resolved in order to provide a coherent model of careers guidance for young people. For instance, it is only mandatory that provision funded by the Skills Funding Agency is uploaded to the website but not provision funded by the Education Funding Agency and this discrepancy needs to be addressed. Likewise the Service’s website does not provide accurate course information for young people, which presents a number of difficulties.

October 2012

Written evidence submitted by the Gatsby Charitable Foundation

INTRODUCTION

1. One of Gatsby’s primary aims in education is to increase the proportion of young people with skills in science, technology, engineering and mathematics (STEM), especially at technician level (Level 3+). We recognise the critical importance of career guidance in helping to achieve this goal and, in 2010, commissioned a report on career guidance in STEM from Sir John Holman.²²¹ The report made a number of recommendations, most of which are relevant to career guidance in general, not just STEM²²². This response draws on the evidence base for that report.

2. The importance of young people receiving good guidance to help them make the right choices for their futures is self-evident and we do not intend to labour the point. However, given Gatsby’s interests, there are several other key points and recommendations we wish to make.

²²¹ Sir John is Emeritus Professor at the University of York and a Senior Education Advisor for the Wellcome Trust. He was Centre Director at the National Science Learning Centre from 2004–10, and was National STEM Director for the Government from 2006–2010.

²²² *STEM Careers Review*, J. Holman and P. Finegold, Gatsby, November 2010

Successive governments have failed to create a system that gives all young people access to high-quality career guidance.

3. Career guidance is one of the most frequently reformed parts of the education system. Every incoming government over the last 20 years has denounced the career guidance system they inherited, and hastily implemented an extensive programme of reform, often at significant cost.

4. As yet, none of these reforms have created a system that provides consistently good career guidance to all young people. And early indications are that the current Government's policies will be no different; the quality of career guidance in schools is likely to remain highly variable under the new arrangements.

Independent guidance is necessary but not sufficient, and quality assurance is critical.

5. We understand why Government is devolving responsibility for career guidance to schools, particularly given the recent failures of government-led interventions in this area. But we firmly believe that this devolution must come with a statutory duty that is clear and robust. Schools should then be expected to either comply with the duty or give a satisfactory explanation as to why they are not. We are concerned that the new statutory duty introduced under the Education Act 2011 is too weak to enable this to happen, and does not provide for a mechanism by which parents can be assured that their children are receiving good career guidance.

6. Furthermore, the new statutory duty only requires schools to secure independent guidance, and whilst this is important, it is not enough. Career guidance is best provided through a mix of provision, including advice from subject teachers and form tutors, direct contact with employers and universities, and guidance from careers specialists. The Statutory Guidance note issued to schools recognises this, but still does not require anything of schools beyond the provision of independent advice, nor does it require schools to provide pupils with face-to-face careers guidance.²²³

7. Although the Statutory Guidance note includes three ways in which schools can quality assure their provision, these are just recommendations, and schools will not be compelled to adhere to any of them.²²⁴ In addition, whilst we strongly advocate the routine use of all three methods of quality assurance, it is unlikely that any of them will hold significance for, or be understood by, parents or pupils. When making decisions about where to send their children to school, we believe parents should be able to find out, in a straightforward way, whether schools are providing high-quality career guidance.

8. Recommendation: We are concerned that the Government's decision to devolve responsibility for career guidance to schools has not been accompanied by a strong framework of quality assurance and a statutory duty against which schools can be held to account. We recommend that Government gives Ofsted a greater and clearer remit in respect of career guidance in schools.

SUBJECT TEACHERS ARE AN IMPORTANT SOURCE OF CAREER GUIDANCE.

9. Just under a half of Key Stage 3 learners say they receive career guidance from their subject teachers.²²⁵ Subject teachers are trusted by learners, and have abundant opportunities to bring careers awareness into their lessons. Yet even specialist teachers are unlikely to have knowledge of the full range of careers available to pupils with, for example, science qualifications. A teacher who progressed from school straight to university and then became a teacher in their early twenties, for example, is likely to have little or no understanding of apprenticeships or other vocational pathways. Teachers need to be empowered with access to independent information about careers to help them carry out this important part of their role effectively. Other independent bodies with specialist knowledge also have a role to play. For example, the National STEM Centre houses a collection of STEM Careers Resources that is freely available to all teachers.²²⁶

10. Recommendation: Government should encourage subject teachers to use professional development opportunities to ensure they can provide high-quality advice to pupils about different careers and qualification routes.

THERE NEEDS TO BE BETTER ACCESS TO AUTHENTIC LABOUR MARKET INFORMATION.

11. Universal access to the internet, together with the "open data" agenda, have opened up the possibility of young people and their parents gaining direct access to authentic Labour Market Information (LMI). This will enable them to see for themselves the employer demand, salary levels and qualifications required for a wide range of occupations.

²²³ *The duty to secure independent and impartial careers guidance for young people in schools. Statutory guidance for head teachers, school staff, governing bodies and local authorities*, DfE, March 2011

²²⁴ The three are: adherence to a quality standard for schools; securing guidance services from an agency that meets the Matrix standard; and using careers professionals who are members of their professional body.

²²⁵ Research showed that some 78% of Key Stage 3 pupils gain their information about jobs and careers from their family, 50% from careers teachers, 48% from subject teachers, 23% from form teachers and 20% from careers advisers. *STEM Careers Awareness Timelines: Attitudes and Ambitions Towards Science, Technology, Engineering and Maths (STEM at Key Stage 3)*, Hutchinson, J., Stagg, P. and Bentley, K. iCEeGS, University of Derby, 2009.

²²⁶ <http://www.nationalstemcentre.org.uk/elibrary/collection/207/stem-subject-choice-and-careers>

12. In 2011, Gatsby funded Sir John Holman to carry out a feasibility study into how this could be achieved in practice. We are pleased that, as a consequence, the Skills Minister John Hayes has remitted the UK Commission for Employment and Skills (UKCES), with Sir John Holman as an adviser, to pilot an “LMI for All” project. The ambition for this project is to create a database that can provide the public with user-friendly access to authentic, live LMI that is drawn from existing labour market surveys. An independent source of LMI of this kind has the potential to transform the way learners and their parents receive information about the earnings and opportunities in different occupations, and the qualifications required.

13. However, for the LMI to be as effective as possible, it is important that it is collected at a sufficient level of granular detail. The way in which occupations are currently classified, using four digit Standard Occupational Classification (SOC) codes, is not always sufficient, and means that data on certain occupations is not recorded.²²⁷

14. **Recommendation:** We welcome the “LMI for All” pilot project set up by Government, which will test the feasibility of creating a national LMI database. We strongly recommend that, if successful, this pilot is rolled out nationally. Furthermore, to help ensure the LMI is of maximum use to the public, we recommend that Government collects LMI data at a level equivalent to 5 digit SOC codes. Sir John Holman would be happy to provide further evidence to the Select Committee about this project.

CAREER GUIDANCE NEEDS TO START YOUNG.

15. There is abundant evidence of the need to start career guidance young—much younger than the National Careers Service is currently configured towards. High quality careers advice is needed right through to adulthood, but the evidence is clear that decisions about directions of travel are often made at a very early age.²²⁸ In primary school, children begin to form a picture of what their future lives will be like, leading, by the age of 14, to the first of a series of formal decisions about their future subject and qualifications choices. These decisions can open or close their career options.

16. It is critically important that the work of building general awareness of careers options begins in primary schools and at Key Stage 3. This will help to ensure that, when learners make subject and qualifications decisions, they do so in the light of good information about their long-term value. The Department for Education is consulting on whether the statutory duty to provide career guidance should start in Year 8 (as opposed to Year 9 at present). We support this change, but suggest it should start at Year 7.

CONCLUSION

17. Like others before it, the current Government is implementing significant changes to the way career guidance is provided to young people in this country. It is critical that these changes do not lead to a further reduction in the quality of provision, and even more variable outcomes for young people.

18. Within the Government’s over-arching strategy of handing autonomy to schools, it must find ways to ensure that all young people have access to good career guidance. Whilst we have made a number of points in our submission, we have focused our recommendations on three areas that we believe fit with the Government’s vision, whilst helping to assure quality and consistency:

- A greater and clearer role for Ofsted in respect of schools’ career guidance provision.
- Encouragement for subject teachers to use professional development opportunities to ensure they can provide high-quality advice to pupils about careers and qualification routes.
- Further support for the creation of a national LMI database.

19. Over the coming year, Gatsby will also be undertaking its own research to help ensure schools are equipped with the information they need to provide good career guidance. We will be funding a study of career guidance provision in other countries and in the best of independent and state schools in England. We hope this will provide a clearer picture of what good quality career guidance looks like, and help to establish a benchmark for all schools in England.

20. In the second half of the academic year 2012–13, Gatsby will fund a further study to assess how schools are responding to their new duties. In so doing, we expect to uncover answers to a number of the questions raised by the Select Committee, and we will be happy to share our findings with the Committee as soon as they are available.

October 2012

²²⁷ Standard Occupational Classification (SOC) codes are a standardised way of listing occupations. For example, SOC code 2125 is “Chemical engineers”. The more digits in the SOC code, the more specific the occupation.

²²⁸ For example, *Taking a Leading Role*, Royal Society, 2004

Written evidence submitted by Greater Merseyside Connexions (GMCP)

GMCP (Greater Merseyside Connexions) is a provider of careers advice and guidance for young people in the LCR. GMCP is a registered Charity providing information, advice and guidance services to young people and adults through a range of contracts, including as prime contractor for the National Careers Service in the North West. GMCP provides IAG services for vulnerable and NEET young people on behalf of the 6 LAs of the City region.

The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies and how well-prepared schools are to fulfil their new duty.

1. Careers guidance offers direct support to enable individuals to make plans, informed choices and sustainable career decisions. Most young people in our experience seek face to face careers advice. Where GMCP has provided it in schools, this has been highly valued by teaching staff and school leaders. The programmes of careers advice and guidance in schools have been an important part of a wider careers education curriculum in most, but not all schools. The programmes have contributed to raising aspirations amongst young people as a priority; a particularly important function where many young people display a poverty of aspiration due to their family and community experience and outlook.

2. The removal of the statutory duty on schools to provide careers education will have a detrimental effect on the understanding and choices of young people in transition through and from school. The message is as damaging as the fact in that it is being interpreted that this is not a priority for schools; a fact which will be further compounded as schools are faced with difficult resourcing choices as they consider the new statutory duty

3. There has been little or no preparation or support for schools in executing this duty. Consequently there is an ad hoc and varied response depending on how schools have understood their responsibilities. GMCP has worked diligently with its local schools and as a consequence of direct engagement with Headteachers has secured the purchase of careers advice services from approximately 75% of schools based on an individualised portfolio of professional services for each school; however a number of schools who are commissioning services are buying less service than they had previously enjoyed due to the lack of funding available to support their needs. Where schools are not purchasing from GMCP they are either buying from sole traders, often Connexions Personal Advisers who have been made redundant as a consequence of the funding cuts, or are not making any impartial careers advice provision at all.

4. Whilst there is an open market and this is being encouraged, the market must be able to provide impartial, professional careers guidance informed by the most up to date and comprehensive learning and labour market information, including local labour market information. The ability of sole traders, for example, to provide this, is called into question without the resources and infrastructure to research, produce and make available the most current data available. In addition without access to regular CPD such provision will reduce in quality over time unless it is required to provide evidence of on-going professional development to robust standards.

5. The changed landscape of careers guidance in a relatively short period of time and the new duties have left schools with a bewildering range of choices and little guidance to support them in making the right decisions; the statutory guidance to schools has been heavily criticised by career guidance and teaching professionals for its lack of support. The intent in the creation of a 'career provider market' should be to drive up quality; the reality is confusion for schools who report that they are facing a deluge of marketing literature with no way of knowing which providers will deliver to meet their needs.

6. There is a requirement for careers guidance organisations delivering the National Careers Service to obtain the revised Matrix Standard. The Matrix standard is the kite mark recognised by the sector and by Government for high quality information, advice and guidance. In its guidance to schools the DfE has referred to the Matrix standard for the NCS, but has not mandated this as a requirement for schools in securing access to professional careers advice. Schools should be made aware of the need for their independent and impartial provider of IAG to have this quality standard.

7. The provision of impartial advice by schools is a perennial problem. GMCP Careers Advisers have raised particular concerns over post 16 options over many years. A number of schools with sixth forms do not provide IAG on post 16 options other than for their own courses and are resistant to display college information, preventing students from attending local college open days and refusing requests from colleges to attend open evenings. The Association of Colleges has recently carried out research to evidence this claim. Members considered that the quality of advice given at schools without sixth forms was 'poor' in 14% of cases, but 51% thought that the advice available in schools with sixth forms was 'poor,' 'limited' or 'non-existent'.

THE EXTENT OF FACE TO FACE GUIDANCE OFFERED TO YOUNG PEOPLE

8. In Liverpool city region, prior to the changes, all secondary mainstream schools had one to one guidance provision from a professionally qualified Personal (Careers) Adviser. Post the changes many schools will not. Provision and provider varies which will result in variable quality and a postcode lottery.

9. The fact that no dedicated funding transferred to schools alongside the statutory duty has led to many schools struggling to prioritise careers guidance provision at a time of reducing budgets and competing demands. Where schools have bought in services from GMCP they have prioritised the offer of face to face careers guidance. Unfortunately in a number of schools this is rationed to those who are deemed to be at risk of becoming NEET due to budget limitations. There is an expectation that if pupils need access to universal face to face guidance they will be expected to get this from available provision on the high street; the fact is that provision has now disappeared with the closure of Connexions centres and the narrow eligibility of service provision via LAs for NEET young people.

10. Many schools locally have commented on the high quality of their GMCP Personal Adviser and recognise the value of the supporting infrastructure within which they work at GMCP, delivering CPD and access to a wealth of up to date and relevant quality assured careers and labour market information. This has been a determinant in purchasing services externally from GMCP as an established provider.

11. The introduction of the National Careers Service (NCS) is a real positive although on one level it has added to the confusion with some schools mistakenly believing in the availability of one to one guidance for their pupils through this route. As school pupils only have access to the NCS webchannel and telephone service schools are becoming frustrated by their inability to utilise the local face to face service of the NCS for their wider student body. This creates tensions for NCS careers advisers who are unable to meet need and have to turn away young people and their parents seeking help for their children.

12. Evidence from GMCP client surveys have shown that individuals highly value face to face help with career decision making as referenced in high levels of satisfaction from clients. Face to face guidance has led to the production of personal action plans which drive confidence, motivation, awareness of local opportunities and referral to opportunities or other organisations for help with specialised needs. Many young people access more than one face to face session when available; good careers guidance therefore is clearly not an event but a learning process for the individual. Unfortunately the reduced access to any face to face guidance for young people will stop short of even the more basic expectations of many individuals.

AT WHAT AGE CAREERS GUIDANCE SHOULD BE PROVIDED TO YOUNG PEOPLE

13. Young people benefit greatly from being introduced to careers education, information, advice and guidance from an early age through raised aspirations, greater motivation to achieve, an awareness of future opportunities and more time to think through decision making.

14. In Year 8 young people can identify their individual skills and qualities and begin to explore careers that match their interests. It is important that young people have access to impartial careers guidance professionals who can provide an up to date, thorough knowledge and a clear perspective on the labour market, as well as guiding young people to realise that there are frequently different routes to achieving a career or educational goal. However, it is important to blend the knowledge of teaching staff and guidance professionals in order to help understand what motivates individual students, their preferred learning styles and any issues they may have.

15. Careers guidance should be an integral part of a planned programme of careers education. It is unfortunate that at this time change the requirement for schools to provide careers education (year 7–11) has also been removed. What is more concerning is that with the evolution of UTCs, Studio Schools and Skills academies there is no proposal to provide young people or their parents with independent advice earlier than age 14 to help them navigate their options. The tensions within the secondary sector to maintain school rolls will militate against good individual decision making without the availability of independent support.

16. There is sufficient evidence to suggest that career stereotyping (and therefore restrictions in terms of aspirations) starts from a very young age. Ideally careers education and guidance (CEIAG) should be a seam of the curriculum from the primary phase through to more detailed career planning during the secondary phase of education.

THE ROLE OF LOCAL AUTHORITIES IN CAREERS GUIDANCE FOR YOUNG PEOPLE;

17. Under the new arrangements LAs retain their duty assist young people's participation in education or training. LAs are also expected to have arrangements in place to ensure that 16 and 17 year olds have received an offer of a suitable place in post 16 education or training and that they are assisted to take up a place. This will become increasingly important as the participation age is raised.

18. In the Liverpool City region (LCR) the 6 LAs have commissioned GMCP as an expert provider with an impressive track record of working with all young people in transition. The LCR LAs have had a disproportionate level of cut in grant funding and as a consequence the resources available for this work has reduced significantly in the past 2 years leading to the large scale redundancies of careers advisers, the closure of high street centres for young people and the introduction of tight service thresholds for young people in need.

19. LAs have a crucial role to play in terms of advising schools on how to ensure that quality careers provision coheres with Local Authority (LA) funded IAG. Previously there was coherence in the way services were commissioned which enabled effective transition support as young people leave full time education.

Fragmentation of support arrangements is now leading to confusion as young people and their parents seek help with learning and career choices post 16. They are faced with a lack of support, unless they are deemed to be vulnerable or NEET and even then the resource available to support these young people is increasingly inadequate to effectively support the hardest to help individuals.

20. IAG provision is at its best where there are tripartite strategic discussions between schools, careers providers and LAs considering the 11–19 continuum of provision, the movements of learners and their feedback and what is working in terms of provision (and equally what is not).

21. Section 72 of the Education and Skills Act 2008 requires all schools to provide relevant information about pupils to LA support services. Schools should also work in partnership with LAs to ensure they know what services are available and how young people can be referred for support. From 2013 schools will be under a duty to notify LAs whenever a 16 or 17 year old leaves education. It remains to be seen how this will operate, particularly where schools convert to Academy or Free School status and apply the freedoms and flexibilities that accrue.

22. The expectation that schools will publish destinations data for all pupils from Year 11 must be managed in conjunction with the services provided or commissioned by LAs. Where there are effective tracking arrangements in place, such as LCR where the IAG provider (GMCP) tracks c.94% of all young people up to age 19, a collaborative approach to destinations measure collection would be valid and effective. However, where there isn't this level of cooperation the validity and range of destinations data will be severely affected. Tracking those young people who become NEET, not active, or who enter employment is a very resource intensive but vital process and this is currently beyond the resources and capacity of schools.

The effectiveness of targeted guidance and support offered to specific groups, such as looked after children, children eligible for free school meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET.

23. GMCP's track record of working with vulnerable and NEET young people has demonstrated the effectiveness of targeted guidance and support. From 2001 to 2010 NEET has fallen year on year in the Liverpool City region, from 17.6% to 8.4%, and the situation for those young people from vulnerable groups has improved over this same period with record numbers engaging in employment, education and training. The key to this success has been the deployment of trusted professionals who are able to engage with individual young people and by working in partnership with LA run Care Leaver teams; Youth Offending Teams; Teenage Pregnancy Coordinators, etc have provided careers support and brokered education, training and employment opportunities for some of the most vulnerable young people.

24. However, with the reduction in funding outcomes for targeted groups of vulnerable young people outcomes have decreased since 2010. Outcomes are worse than for their peers and are worsening. In LCR the rate of participation in education, employment or training has dropped against a profile of 92% participation for the wider cohort, for example:

Care leavers from 61% to 47%

Young offenders from 54% to 37%

Young people with special educational needs from 83% to 65%

25. Reductions in wider support arrangements for these groups and the further reduction in short term grant arrangements have had a disproportionate impact on the fortunes of vulnerable young people. As indicated, where LAs provide or commission targeted services as in Liverpool City region, these have suffered through year on year cuts in funding, with the prospect of further cuts in 2013–14. This renders provision of targeted support less than adequate for the size and depth of need for disadvantaged groups in a challenging and competitive economy.

26. In LCR young people leaving care are a priority group in the LAs' commission of IAG services, however these are very stretched and GMCP as provider has had to resort to the introduction of a social impact bond for looked after children, young people leaving care, young people with special needs and young offenders, all of who are at risk. Without this approach there is a postcode lottery of service provision for vulnerable young people across the country.

27. Evidence indicates that young people who are NEET or vulnerable in poorer neighbourhoods are faring much worse than their counterparts; the disparity in NEET rises between neighbourhoods in the same LA area are marked and growing. Child poverty strategies are struggling to contain this and with the shifting of resource from neighbourhood to neighbourhood we will evidence the spread of concentrations of NEET and disadvantage as economic conditions locally flat line, reducing opportunity and hope for many young people.

28. Another factor particularly affecting these key groups of young people is the length of time on average that young people are spending NEET. In Liverpool City region year on year figures show that the average length of time young people are spending NEET is increasing; in the one LA it has increased from an average of 152 days in 2011 to 174 days for the same period in 2012. Without continued and, in many cases, multiple support sessions, these young people become adrift from any help and are destined for long periods of

unemployment in adult life. The reduction or withdrawal of careers support services to such young people is starting earlier, before they leave school, and continues into their post school lives leaving them isolated from networks of help that can make the difference in preventing NEET, or at least enabling their re-integration into learning and work before the experience of long term inactivity damages all prospects of them being able to make the transition into training and employment.

The link between careers guidance and the choices young people make on leaving school

29. Careers Guidance services can help to promote and enable the participation of young people in education, employment or training; and provide tracking arrangements to identify young people not participating. Often this is supplemented by effective brokerage systems where careers professional are working with local employers linking supply to demand and providing a direct route for young people to local opportunities.

30. Measuring the impact of careers services has historically proved inherently difficult, as the outcome from careers guidance may be evidenced further down the line and the guidance will have been part of the solution to an individual's needs. However research findings from Scotland (Inter-ed 2004) found a link between career goals and educational attainment in secondary schools. Findings from the impact of careers education and guidance provision on young people's transition post-16 show that young people with more highly developed career exploration skills as a consequence of the CEIAG they experienced were more positive and confident about their post choices and were more likely to make a successful transition.²²⁹ Evidence demonstrates that career guidance can 'fill the gap' in adolescences' knowledge and understanding of themselves and the world of work.²³⁰ There is also evidence that careers guidance can develop the career-related skills, self awareness and self esteem which lead to rewarding choices, informed decisions and successful transitions (Bowes et al 2005).

31. With the vast range of choice that face our young people today there has arguably never been a time when the need for careers guidance has been greater. This is particularly so with the fast pace of labour market change, the advent of new career sectors and qualifications and the considerable investment decisions young people and their families face in choosing a place at University.

THE OVERALL COHERENCE OF CAREERS GUIDANCE OFFERED TO YOUNG PEOPLE

32. The potential for the fragmentation of careers guidance services is great and will result in a lack of consistency around quality of delivery and practice.

33. Careers guidance must be aligned with the local labour market in which in order to service employer demands and skills needs for the future. Careers advisers are well placed to inform both the education/young people (supply) side and the employer (demand) side of local employment skills strategies. As an example of this GMCP produced a high profile Jobs for Tomorrow film project²³¹ raising awareness of the 4 key economic growth sectors of the local economy in the next 15 years, which is available for streaming into every school in the region.

34. Continuous Professional Development which is so crucial to the quality and effectiveness of effective, high quality IAG is in danger of being watered down or disappearing altogether.

35. Unfortunately, with the changes as they take place there won't be great coherence in the provision of careers guidance due to the variation in provision and provider.

36. There is a great deal of commitment to provision that is in the interests of young people and this needs to be harnessed into high quality effective programmes of CEIAG which are monitored according to rigorous national quality standards.

37. As we approach 2013 and RPA requirements, it is important that schools and those that support them are prepared for the change. High quality guidance services provide coordinated support to help schools offer effective, impartial and independent information, advice and guidance on future learning and training opportunities. These services play a key role in championing the needs of young people in their areas and work with LAs and partners to achieve full participation.

December 2012

²²⁹ Morris, M, Golden, S and Lines, A (1999) The Impact of Careers Education and Guidance on Transition at 16. RD21. Sheffield: DfEE

²³⁰ Hodkinson, P., Sparkes, A and Hodkinson, H (1996) Triumphs and Tears: Young People, Markets and the Transition from School to Work. London: David Fulton

²³¹ www.connexionslive.com/jobsfortomorrow.aspx

Written evidence submitted by Adviza

GENERAL COMMENTS

Huge difference in range of provision planned by schools means IAG experienced by students will be unequal and varied with some receiving relatively little input. For many young people the quality and amount of guidance received will be dependent on which school's catchment area they live in.

eg compare 2 Oxfordshire Schools

- School A has a year 11 cohort of approximately 115 and no 6th form. This school is buying 35 days of Careers Adviser time for the year commencing September 2012.
- School B has a year 11 cohort of approximately 265 and a 6th form of 357. This school is buying 30 days Careers Adviser time.

Our discussions with schools indicate that many of them value the independent and impartial guidance that was provided by the Connexions service and would ideally duplicate or increase the service that they previously received but feel that financially they are unable to do so.

Many schools do not understand/accept the need for impartiality. Across Oxfordshire several schools (approximately 15%) are directly employing their own Careers Adviser to deliver "impartial" IAG. These schools do not intend to supply any face to face IAG from an independent source. Some of these schools have directly employed qualified careers advisers but have no plans or structure in place to supply these advisers with training and continuous professional development opportunities and have no facility for providing the required support and supervision. It is therefore likely that over a period of time not only will these schools not be providing genuine impartial guidance but it will also be guidance that is not based on current information and good practice.

Coherent approach by schools. Many schools do recognise the value of impartial and independent IAG and have commissioned services that meet the needs of their students, fit the context of the school, and add value to the information and advice and the Careers Education programme that the school provide. Eg a school in the east of Oxfordshire has purchased services from Adviza designed to provide all year 11s with IAG but with greater input given to identified vulnerable students in years 11 and 9. The service also includes work with some year 10 and 6th form students. The school planned their provision after detailed consultation with the Careers Adviser provided by Adviza and referring back to their experience of what had worked well in previous years. The provision also includes support to the school's curriculum development to embed IAG and career learning throughout the school. This school has a clear appreciation of the value of impartial careers guidance to all of its students and is building it into its long term planning.

CASE STUDIES

The following 2 case studies highlight examples of innovative approaches that schools have taken in to provide independent and impartial careers information, advice and guidance to their students.

DEVELOPING A CONSORTIUM-LED FLEXIBLE APPROACH: SLOUGH, BERKSHIRE

Eleven schools in Slough formed a consortium in March 2011 and together created a model of careers delivery, commissioning support from Adviza. One school took the lead on contracting and payment issues and each school was allocated a number of days dependent on their cohort. Careers Advisers were assigned to each school and worked with them to create a plan of delivery for the year.

A flexible approach has been adopted to allow advisers to resource any specific activities or events that individual schools want to put on. The first year of delivery has gone extremely well and schools appear to be far more engaged in careers provision than they were previously. Two schools bought a substantial number of additional days to supplement what they were allocated by the consortium purchase. The ongoing contract management has now been passed to the Slough Learning Partnership which Slough Heads have set up to manage a range of educational functions.

"The service that we receive is consistently professional, student centred and efficient. Best of all it is flexible to our needs. I would highly recommend it".

PHSE Co-Ordinator, Slough School

"it's been a fantastic term, such a lot of knowledge has been brought into the school, it's been enlightening"

Careers Co-ordinator, Slough School

"We find the service you offer our students is invaluable, as the awareness and information you have about outside agencies, colleges, training providers etc exceeds what we could ever have internally, and enables our students to make the best informed decisions about their next steps"

Head Teacher, Slough School

CONSULTING WITH PARENTS TO SHAPE PROVISION: BUCKINGHAMSHIRE

One Buckinghamshire school reviewed the statutory guidance carefully and took on board the views of parents to inform their future careers offer. Many parents confirmed that their child would benefit from one-to-one support for their choices. The school has therefore purchased careers guidance to support all year 11 students to receive at least one face-to-face careers interview. Parents are invited to attend the interviews. The careers provider is continuing to work closely with the school to develop their careers education offer and to support other age groups. Significant additional time has been purchased to work across years 7–13, supporting the decision making for all students within the school's care.

This school and others in Buckinghamshire are working closely with the local authority to implement the best possible package of support for young people with additional needs. Schools which have a significant number of vulnerable young people receive information, advice and guidance support of between 25 and 70 days per year funded by the local authority. All young people with a statement of special educational need (and those from various other vulnerable categories) do not just receive the statutory minimum intervention but also have good access to careers guidance. Time is also commissioned to ensure the tracking and destination of young people is appropriate to allow schools to teach and support and the local authority to deliver accurate data. Investment in this preventative approach will support preparations for the raising of the participation age and help reduce the numbers of young people not in education, employment or training.

October 2012

Written evidence submitted by the Russell Group

1. The Russell Group represents 24 leading UK universities²³² which are committed to maintaining the very best research, an outstanding teaching and learning experience and unrivalled links with business and the public sector. The subject of this inquiry is an important one to us, and we are pleased to respond to the committee's call for evidence. We have not addressed all of the points in the call for evidence but have focused in our response below on those that are most relevant to our interests.

THE BARRIERS TO INCREASING FAIR ACCESS TO LEADING UNIVERSITIES

2. Russell Group universities are wholeheartedly committed to fair access, and ensuring that their doors are wide open to talented and able students from all backgrounds. We want every student who has the qualifications, potential and determination to succeed at a Russell Group university to have the opportunity do so.

3. Our universities face a number of difficulties in their efforts to increase fair access and attract students with the most talent, potential and ability from all backgrounds. We think it is important to understand and recognise the root causes of the current under-representation of students from disadvantaged backgrounds at the most selective universities if this issue is to be tackled effectively.

4. The fundamental reason why too few students from disadvantaged backgrounds even apply to leading universities is that they are not achieving the right grades in the right subjects when they are at school. Our institutions are known for their academic excellence and their undergraduate courses are demanding, so high levels of prior attainment are required from prospective applicants to ensure that they will have a good chance of success on their chosen course. Students in comprehensive schools are significantly less likely than those at independent or grammar schools to achieve three A grades at A-level, which is a minimum requirement for many courses at our member institutions. In 2011 the proportion of A-level students from independent schools who gained AAA grades or above was nearly four times greater than the proportion getting such grades from comprehensive schools.²³³

5. Recent research by the Institute of Education published by the Institute for Fiscal Studies also found that the association between family background and high achievement is stronger in England than in most other developed countries and that the literacy skills of the most able pupils from disadvantaged homes lag those of their more advantaged peers by over two years of schooling.²³⁴

²³² University of Birmingham, University of Bristol, University of Cambridge, Cardiff University, Durham University, University of Edinburgh, University of Exeter, University of Glasgow, Imperial College London, King's College London, University of Leeds, University of Liverpool, London School of Economics & Political Science, University of Manchester, Newcastle University, University of Nottingham, University of Oxford, Queen Mary, University of London, Queen's University Belfast, University of Sheffield, University of Southampton, University College London, University of Warwick, University of York

²³³ Only 12.9% of A-level candidates come from the independent sector but almost a third (32.3%) of those candidates who gained 3 A grades or better came from independent schools. Independent schools accounted for 14.2% of A-level entries in 2011, but 27.3% of A or A* grades and 31.8% of A* grades alone.

²³⁴ Jerrim, J. (2012), The Socio-Economic Gradient in Teenagers' Reading Skills: How Does England Compare with Other Countries?. Fiscal Studies, 33: 159–184. doi: 10.1111/j.1475-5890.2012.00157.x

 THE LINK BETWEEN CAREERS GUIDANCE AND CHOICES YOUNG PEOPLE MAKE ON LEAVING SCHOOL

6. It is therefore essential to increase the attainment of pupils from disadvantaged backgrounds and narrow the attainment gap if we are to make significant progress in increasing access to leading universities. But it is not the only issue or the only cause of the considerable challenges that we face in attracting applicants from a wider range of backgrounds. Prospective applicants to our universities need to have achieved high grades, *and* to have achieved them in the right subjects. Some degrees require entrants to have studied a particular subject or subjects beforehand, so students' choice of subjects at A-level or equivalent will affect the degree course options that are open to them later. Young people should choose the A-level subjects which give them the best possible preparation for their chosen degree course, or which keep as many options open to them as possible if they do not already have a clear path in mind.

7. We are very concerned that in some schools students are not getting the right advice and guidance on the subjects to study, meaning that many good students have not even done the courses they need to apply to the most competitive degree programmes and universities. For example, in 2011, despite accounting for only 14.3% of A-level entries overall, the independent school sector accounted for nearly a fifth of all entries for A-level Mathematics, a subject that is commonly required for entry to a wide range of degrees at our universities.²³⁵ Pupils from families with no history of higher education are in particular need of good information and advice from their schools and careers services. Students with aspirations towards competitive universities or career paths need to be informed about all aspects of the entrance requirements, including GCSE and A-level requirements.

8. It is not only in relation to choosing their advanced level subjects that students need early access to good and well-informed advice. Crucially, we cannot offer places to those who do not apply, and good early advice helps to foster ambition, raise aspirations and increase awareness of the opportunities available. There is evidence that at the moment even with good grades state school students are much less likely to apply to top universities than those at equivalent independent schools.²³⁶ Recent research by the Institute of Education, published by the IFS²³⁷, confirmed that the gap in university participation rates between young people from richer and poorer families emerges at or before the point of application, and that even controlling for very many other characteristics, young people from richer backgrounds are more likely to apply to university. Once a student has applied to university, the research found that very little other than prior attainment plays a role in the probability of them going on to attend, suggesting that the key priorities must be to increase attainment and encourage applications. Yet a recent Sutton Trust report found that a surprisingly high number of state-school teachers would rarely or never encourage their brightest pupils to apply to leading universities.²³⁸

9. Degree subject choice also matters. Young people with less familiarity with or family history of higher education need help to understand the full range of opportunities available and subjects on offer at university. For example, at Oxford state school pupils apply disproportionately for the most oversubscribed subjects, with 36% of all state school applicants between 2009 and 2011 on average applying for the five most oversubscribed subjects.²³⁹

UNIVERSITIES CAN HELP TO IMPROVE ADVICE AND GUIDANCE, BUT CANNOT SOLVE THESE PROBLEMS ALONE

10. It is clear that attainment and advice at school must be dramatically improved, and aspirations significantly increased, if we are to remove the real barriers to fair access to leading universities. Universities certainly can, and already do, make a significant contribution to this.

11. To give one example, last year for the first time we published the *Informed Choices* guide,²⁴⁰ in an attempt to help to level the playing field. *Informed Choices* is aimed at all students considering A-level and equivalent options and is intended to help improve information about how subject choices at school can impact on university applications. It includes advice on the best subject combinations for a wide range of university courses and advice on the best choices for those who want to keep their options open.

12. Earlier this year our universities also jointly organised two conferences for teachers, events which were targeted exclusively at teachers from schools in more disadvantaged areas or schools with lower rates of progression to higher education. The events provided clear information on a range of topics, including subject choice, the applications process, writing references and personal statements, and preparing for interviews and admissions tests. This year our universities have also between them hosted a total of 28 separate events for

²³⁵ Source: DfE: GCE/Applied GCE A/AS and equivalent examination results in England, 2010/11 (provisional). Available from <http://www.education.gov.uk/rsgateway/DB/SFR/s001035/sfr27-2011v3.pdf>

²³⁶ BIS/Sutton Trust (2009). Research Paper No.5: Applications, Offers and Admissions to Research Led Universities. <http://www.bis.gov.uk/assets/biscore/corporate/migratedD/publications/B/BIS-RP-005>

²³⁷ Anders, J. (2012), The Link between Household Income, University Applications and University Attendance. *Fiscal Studies*, 33: 185–210. doi: 10.1111/j.1475-5890.2012.00158.

²³⁸ <http://www.suttontrust.com/research/nfer-teachers-poll-2012/>

²³⁹ University of Oxford Undergraduate Admissions Statistics: 2011 entry. See http://www.ox.ac.uk/about_the_university/facts_and_figures/undergraduate_admissions_statistics/school_type.html

²⁴⁰ *Informed Choices* is available on the Russell Group website: <http://www.russellgroup.ac.uk/informed-choices.aspx>

Year 9 pupils who were winners of the DfE's new "Dux" award for high achievement, helping to raise the aspirations of high achieving pupils in state schools.²⁴¹

13. Individual institutions also make available a wide range of resources to help provide students with clear information and good advice about subject choice and progression to university. The University of Birmingham, for example, has produced its short "tips for applicants" guide which is available on the university website.²⁴² The University of Oxford has produced "PodOxford", a series of podcasts covering topics including student life, how to apply, personal statements and preparing for interviews.²⁴³ And all of our universities also regularly go into schools to deliver talks, presentations and other activities, and host visits from schools and other groups. These activities help to introduce the idea of university, increase awareness of the key points to consider in applying to university, and raise aspirations.

14. However, there is a limit to the number of pupils and schools that our institutions can reach directly. Universities simply cannot solve these problems alone. We therefore believe that it is absolutely essential that all schools and colleges have sufficient resources and capacity to either provide or broker access from an early stage to good advice about subject choice, careers and applying to leading universities. Otherwise there will continue to be a gaping divide between those who are well informed and advised on the one hand, and those who have made inappropriate subject choices and not been supported and encouraged to apply on the other—and our universities will continue to face barriers to increasing fair access.

October 2012

Written evidence submitted by the Wellcome Trust

KEY MESSAGES

1. Access to high quality career advice and guidance is important for all young people, particularly for progression and achievement in science and mathematics.
2. We support the proposal from the Department for Education to extend the duty on schools to provide independent advice and guidance to a wider age range, but also welcome the move to provide a freely available information resource for *all* students.
3. Subject teachers should be well prepared to provide advice to young people when asked.

INTRODUCTION

4. The Wellcome Trust is committed to supporting science education. We work to ensure all young people develop the science skills and knowledge necessary to live and work in an ever more scientific time. We believe it is important to equip young people with the understanding necessary to make informed decisions about the impacts of scientific and technological developments on their lives, as well as engaging and inspiring some of them to continue with science and hopefully add to the next generation of scientists.

5. We are therefore pleased to offer this brief response to this inquiry on careers advice and guidance. Our comments echo the comments we submitted to the Department for Education (DfE) consultation in July, and fit broadly under three headings in this inquiry.

The link between careers guidance and the choices young people make on leaving school

6. Careers advice and guidance are very important for young people to make them aware of the diversity of career opportunities and progression routes. It is particularly important for progression in the sciences and mathematics, and a report from the National Audit Office²⁴⁴ listed careers information and guidance as one of five critical success factors in improving take-up and achievement in science.

At what age should careers guidance be provided to young people?

7. We fully support the DfE's proposal to extend the duty for impartial and independent careers advice to 13- to 18-year-olds (from year 8). Years 8 and 9 are a pivotal stage in a young person's education. It is important that pupils in these years understand the implications of subject choices that they make for GCSE level, which may be decided as early as year 8. We also support the extension of the duty up to the age of 18. The information young people receive at this age regarding progression into employment or higher education is critical.

8. Whilst the extension of the duty will mean that a wider proportion of students will receive careers advice and guidance, this is far from sufficient. Young people develop ideas about subject choice and career prospects throughout their education. Indeed, research has indicated that young people start developing ideas about their

²⁴¹ For descriptions of events, see <https://www.education.gov.uk/dux-university-visits/Venues/>

²⁴² See <http://www.birmingham.ac.uk/Documents/students/tipsforapplicants.pdf>

²⁴³ See http://www.ox.ac.uk/admissions/undergraduate_courses/about_oxford/podcasts/index.html

²⁴⁴ National Audit Office (November 2010). *Educating the Next Generation of Scientists* <http://www.nao.org.uk/iidoc.ashx?docId=95a6046d-8162-438c-b074-c9975db8a90e&version=-1>

future from at least year 7²⁴⁵ (age 12). Therefore, accurate information on the variety of careers and progression routes, as well as appropriate role models, need to be available for *all* pupils. This will ensure that young people at any stage of their education, including those younger than 13- years old, are provided with information as they start to develop their aspirations.

9. We welcome the decision of Skills Minister John Hayes to remit the UK Commission for Employment and Skills to pilot a “Labour Market Information for All” project. This will give wide access to live labour market information drawn from the existing Labour Force Survey and Annual Survey of Hours and Earnings. This independent source of information will inform learners about the earnings and opportunities in different occupations and the qualifications needed to enter them. It will also inform their parents who are an important source of information for young people.²⁴⁶ We urge the Select Committee to advocate that this project is made nationally available if the pilot stage is successful.

The purpose, nature, quality and impartiality of careers guidance provided by schools and how well prepared schools are to fulfil their new duty

10. Subject teachers need to be well prepared to provide advice as young people turn to them for careers guidance,²⁴⁷²⁴⁸. With regard to science, technology, engineering and mathematics (STEM), regular science specific continuing professional development (CPD), like that provided by the National Network of Science Learning Centres, can help to deliver accurate information to science teachers on STEM careers and progression routes. In addition, the National STEM Centre²⁴⁹ is continuing to build a collection of STEM careers guidance material that is freely available to all teachers and careers advisers. STEMNET²⁵⁰ also provides schools with access to relevant role models through their STEM Ambassador scheme.

11. It is vital that all information and advice is of the highest quality, whether it is independent advice sought by schools from the National Careers Service or from the “Labour Market Information for All” project. We hope that the Matrix standard noted by the DfE will ensure high standards.

12. Now that schools will not have a dedicated budget for the provision of careers advice and guidance, they may struggle to prioritise the delivery of high quality services especially if school budgets are tight. It will be important to maintain the emphasis placed on delivering high quality careers advice and guidance for young people. Accountability through the school governance framework should hold the school to account for the progression of their students and ensure that young people are receiving the services they need.

October 2012

Written evidence submitted by Careers South West

EXECUTIVE SUMMARY

Careers guidance benefits individuals, employers, post 16 and 18 opportunity providers and government through its impact on the economy.

By giving schools the responsibility for careers guidance we will see a loss in quality and an increase in costs. The quality of what is provided directly by schools has been at best variable and evidence suggests that they will seek to provide it on the cheap. Impartiality is compromised as schools often have a vested interest in the decisions students make. The preparedness of schools to take on their new responsibilities is variable and will in few cases provide something better than existed previously.

Careers guidance is most effective when it starts in primary school. Local authorities vary widely in the way that they discharge their responsibilities and have the powerful tool of CCIS available to them. The split between responsibilities for universal and targeted careers guidance confuses both the provider and the consumer and will lead to young people getting lost between the systems. Good careers guidance impacts both the sense of urgency and the quality of decision making. With the new responsibilities going to schools and the split of responsibilities with local authorities there will be a significant loss of coherence within the system and a great deal of confusion amongst users. Those hardest hit will be those with least access to opportunities.

1. The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty.

1.1 In this paper careers guidance will be used, as Ofsted uses it, to refer to the whole range of school based activities including careers education normally delivered through lessons and the small group or one to one guidance provided through a careers adviser.

²⁴⁵ Report of the Science and Learning Expert Group (2010). *Science and mathematics secondary education for the 21st century* <http://interactive.bis.gov.uk/scienceandsociety/site/learning/files/2010/02/Science-and-Learning-Expert-Group-Report-Annexes-31.pdf>

²⁴⁶ http://www.derby.ac.uk/files/icegs_stem_careers_awareness_timelines.pdf

²⁴⁷ Evidence from a survey for *STEM Careers Review*, Gatsby Foundation, November 2010

²⁴⁸ Sheffield Hallam University (2012). *Where next for STEM career Education, Information, Advice and Guidance?*

²⁴⁹ <http://www.nationalstemcentre.org.uk/>;

²⁵⁰ <http://www.stemnet.org.uk/>

1.2 Purpose

High quality, impartial careers guidance brings substantial benefits to society and the economy. It does this by benefitting:

- **individuals** so that they plan for sustainable careers that enable individual prosperity and community cohesion.
- **employers** so that they have a well matched and skilled workforce that enables them to be productive and competitive.
- **post-16, post-18 opportunity providers** so that dropouts are lowered and human and financial losses reduced because individuals know what they are applying to and where it leads.
- **government** so that people can prosper and contribute to the economy.

Due to financial and curriculum pressures most schools will find it difficult to deliver impartial, up to date careers guidance. It will cost each school more to deliver to a high standard themselves than it would to commission an already up to speed external service operating with several schools and perhaps colleges and training providers.

1.3 Quality

The quality of careers education provided by schools has for many years been variable. It is highly likely that the failure of money to follow the 2012 changes in responsibilities will lead schools to seek to deliver their new responsibilities on the cheap.

In schools the use of unqualified staff as careers co-ordinators with no clear career pathway is evidence of this. In 2010 Ofsted reported:

In six of the 18 schools visited for this survey, the staff who taught careers education did not always have sufficient current knowledge of career paths or the world of work outside education to support students effectively or to challenge stereotypical career choices;

Ofsted: “Moving through the system—information, advice and guidance” Report No.:080,273 (2010) (Para 21 p12)

In the best schools quality awards are used to evidence best practice in careers guidance. The major quality award in England is the Investors in Careers Award run by Careers South West. The use of independent external assessors/panel helps give the award credence. Assessment is based on standards required by legislation or nationally produced guidelines on good practice, so schools/colleges are not being asked to do anything that is not already established as being of value to their students. The Award has been written and revised by careers education and guidance professionals, teachers and senior managers in schools.

1.4 Impartiality

There is a particular concern about the nature of guidance provided by schools with sixth forms:

In addition, competition between institutions for students mean that schools with sixth forms tend to encourage students to stay in school, whereas these pressures are not present in schools without sixth forms (Foskett and Hesketh 1997).

Choice at the end of compulsory schooling (DfES Research Report 414, 2003) p47

Under the previous centrally funded system we experienced situations where young people and independent careers advisers were put under pressure to direct applications to school sixth forms over other options. It can only be the case that with the duty to provide careers guidance now moving to schools that this practice will increase.

2. SCHOOLS' PREPAREDNESS TO DELIVER THEIR NEW DUTIES.

2.1 In 2011 Alison Wolf reported:

Students and families... are not all equally well placed to know the likely consequences of particular choices, or which courses and institutions are of high quality. Making that information available to everybody is the government's responsibility. Too often, it, and its agencies, have failed at this task.

Review of Vocational Education—The Wolf Report 2011 DfE.(p8,9)

2.2 It would be stretching credulity to believe that having failed to make information available through a well-funded and centrally managed system of careers services and Connexions, that by handing over this responsibility to schools who have a vested interest in not making it available the situation will improve.

2.3 Many schools are still making commissioning decisions (or deciding not to commission) at the time of writing at the end of the summer term. Local evidence seems to indicate the full range of responses from doing nothing to maintain services at or near previous standards. This is consistent with the national picture reported in the **Times Educational Supplement on 6 July 2012**. In this article it was reported that:

- almost half of teachers believed the quality and quantity of careers advice will deteriorate when the responsibility is passed to schools
- 53% of teachers do not feel confident giving advice about apprenticeships
- 62% of school leaders said they still have no firm plans in place
- many schools are planning to cut back on work experience at the same time as they take on their new responsibilities.

2.4 The vagueness of the statutory guidance does not help. It implies that face-to-face careers guidance is appropriate for those facing difficult transitions rather than being a fundamental part of the decision making process for the majority of young people.

3. THE EXTENT OF FACE-TO-FACE GUIDANCE OFFERED TO YOUNG PEOPLE.

3.1 Until 1995 almost all young people were offered face-to-face careers guidance. With the advent of Connexions the situation varied widely across the country. In the area covered by Careers South West (at the time known as Connexions Cornwall and Devon) we continued to find it possible to maintain this level of face-to-face contact within the budgets provided until the major cuts to the Area Based Grant in 2010. We continue to be one of the better funded areas for careers work in schools. However the local authority funding has reduced year on year with 2011–12 enabling us to achieve around 50% face-to-face contact and in 2012–13 the local authority funded work in schools has reduced face-to-face contact to around 25%, being with the most vulnerable and focused on those likely to disengage from learning rather than to assist students in making high quality informed choices between further learning or work options. Around 25% of schools chose to buy in additional services in 2011–12 to enable face-to-face delivery to between 50–85% of their cohorts. The picture for buy in of time from schools in 2012–13 is higher, but when the loss of local authority funded provision is taken into account appears to indicate a significant deterioration in the levels of access to face-to-face careers guidance when compared with previous years, with the most able students being hardest hit. Under schools' commissioning we appear to have lost any consistency of provision and sense of entitlement.

3.2 Our research with young people (**Summer 2011**) indicated an overwhelming preference amongst young people for face-to-face contact. The fundamental question that arises from the above is “Is the disparity in provision of face-to-face guidance acceptable in a country that is trying to recover from economic recession?”

4.0 AT WHAT AGE CAREERS GUIDANCE SHOULD BE PROVIDED TO YOUNG PEOPLE.

4.1 Choice at the end of compulsory schooling (DfES Research Report 414, 2003) quotes research which indicates that careers education and guidance may be offered too late when it is limited to Key Stage 4 and goes on to quote further research which concluded that careers education and guidance should be given before the age of 14. (p44)

4.2 Schooling is not an end in itself. Too often it has focused on the achievement of qualifications for their own sake without encouraging a view as to where learning might be applied in the world beyond school and the occupations to which this might lead. There is a powerful case for careers guidance to be part of the primary curriculum where it will broaden experiences of life, raise aspirations and promote social mobility making students aware of the range and diversity of occupations that make up our society is vital.

5.0 THE ROLE OF LOCAL AUTHORITIES IN CAREERS GUIDANCE FOR YOUNG PEOPLE.

5.1 The duty “to encourage, enable or assist the effective participation of those persons in education or training” (**section 68(1) of the Education and Skills Act 2008**) appears to be interpreted very differently across the country. This view is consistent with the findings of Ofsted in “**Moving through the system—information, advice and guidance**” **Report No.:080,273 (2010)**:

There was considerable variation in the quality of advice and guidance and, in particular, a failure to meet the needs of some of the most potentially vulnerable young people. ...and this was true even in the authorities where the picture generally was better than the national average. (p4)

5.2 A key part of understanding the comprehensiveness and impact of careers guidance provided by local authorities is the maintenance of the Client Caseload Information System database. The number and proportion of those whose circumstances are not known is perhaps the best indicator of the effectiveness of a local authority's provision. The best local authority systems for tracking provide for young people to be made an offer of careers guidance on each occasion that they are contacted.

5.3 High levels of Not Knowns can also hide high levels of NEETs. On the **24 May 2012 Young People Now** reported that:

“The proportion of 16-to 18-year-olds that have fallen off the radar after leaving compulsory education has risen to more than ten% in a quarter of local authorities...”

And that:

“According to Department for Education figures, the number of young people categorised as “not known” has now exceeded one in ten in 38 local authorities.”

It is therefore unsurprising that in the same article it was reported that:

“...the latest government statistics show the number of 16-to 18-year-olds not in employment, education or training (NEET) increased from 159,000 in the first quarter of 2011 to 183,000 in the same period this year”.

5.4 Careers guidance should be commissioned by the Skills Funding Agency and should be all age and built around the National Careers Service. With 150 local authorities operating their own systems it is difficult to ensure that labour market information (LMI) is fed through to them effectively by skills sector councils and others. The result is therefore again likely to be variable, as when the Careers Service/Connexions Service was placed with them in 1974 and 2008. Neither time was a period of development for this service which is vitally important due to rising youth unemployment.

6. The effectiveness of targeted guidance and support offered to specific groups, such as Looked After Children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET.

6.1 In the local authority areas of Devon, Cornwall, Plymouth and Torbay we have seen local authorities continuing to contract careers guidance services for these groups, to be delivered by professional careers advisers, both as early intervention during their time in school and continued support and assistance once they have left school.

6.2 In addition Careers South West is developing a Career Readiness Tool. This will be an on-line tool, made available to schools to assist them in identifying the needs of young people within these groups. Using an on-line questionnaire it will identify levels of “vocational maturity” and enable schools to target careers guidance at the right individuals at the right time.

CASE STUDY—THE CAREER READINESS TOOL

The Career Readiness Tool is designed to assist schools in identifying the level of vocational maturity of their students and ensure that the right careers guidance interventions are made at the right time to support students raise their aspirations and make decisions about their future. The tool will:

- measure the level of career readiness by 6 definitive strands (personal needs, educational needs, career aspirations, decision making, career management skills, understanding pathways)
- measure each strand and define an appropriate service level for careers guidance (career ready, needs support, requires intensive support)
- provide actions for each learner against each strand listed above (based on responses, scores and service level)
- indicate level of NEET risk
- provide 3 level reporting function (learner—summary and activity reports, tutor—class / cohort results broken down by individual learner)
- configuration into a paper based and online products that service the careers sector

6.3 The underlying problem with the current split or roles between schools and local authorities is the split of responsibilities often referred to as targeted services and universal services. This is unhelpful as it confuses the customer as well as risking both duplication of and gaps in provision.

7. The link between careers guidance and the choices young people make on leaving school.

7.1 Choice at the end of compulsory schooling (DfES Research Report 414, 2003; p42) reported that Careers advice was found to be a catalyst bringing a sense of urgency to decision making and that substantial evidence exists both in the UK and USA to show that careers guidance affects decision-making skills, self-awareness, opportunity awareness, certainty of decision making and decisiveness.

7.2 Maguire and Rennison (2005) found that young people who were NEET were less likely than those in post 16 learning to report having received formal advice or to have attended a careers interview whilst at school. (Sue Maguire and Jo Rennison (2005): **‘Two years on: the destinations of young people who are not in education, employment or training at 16—Journal of Youth Studies Volume 8 issue 2. On line version available at:)**

7.3 In their study Simm et al.(2007) reported that early leavers from FE cited one of the main reasons for discontinuing was that the course was not what they had expected and that course switching was associated with restricted access to careers education and guidance. (Claire Simm, Rosie Page, Linda Miller (2007): **Reasons for Early Leaving from Further Education and Work-based Learning Courses—DCSF research report 849. On line version available at: <https://www.education.gov.uk/publications/eOrderingDownload/RR849.pdf>)**

7.4 The challenge for policy makers and funders is how to deal with the issue that is frequently cited by individuals when things go wrong in their lives, that is, if they had received quality independent careers guidance things might have been different. Careers guidance addresses this issue by levelling up advantage and enabling people to consider what they might become particularly where not all have the opportunity to be exposed to powerful parental networks. It needs to be delivered to a very high standard and be well designed, funded and supported. This is unlikely to be achieved through a fragmented service. The question is can we really create a new competitive, prosperous future without such a service. Not to do so is a false economy, and consequently many individuals will face a life of compromise and under achievement, including the most academically able. Most individuals do not make confident career choices; lack of self and opportunity awareness and contacts is not just confined to the less traditionally prosperous, more so now than ever.

7.5 It should be the champion of consumers, helping them make good career choices based on facts about what will happen if they chose this move or that. An effective careers service will drive opportunity markets much more than Government policy or measurements by giving customers accurate, up to date and local, regional, national and international information advice and guidance.

8. THE OVERALL COHERENCE OF THE CAREERS GUIDANCE OFFERED TO YOUNG PEOPLE.

8.1 Even at the time of the report “**Choice at the end of compulsory schooling (DfES Research Report 414, 2003)**” the variability of provision in schools was seen to be an issue. This is likely to increase further with the dropping of the career related learning from the statutory curriculum and the absence of a regular presence of a qualified careers adviser in many schools from September 2012.

8.2 The majority of parents remain unaware of the changes from September 2012. Explaining who is responsible for what will prove problematic. Thresholds of vulnerability are unclear, therefore it will be difficult to determine whether responsibility for careers guidance for a particular individual sits with a school or the local authority.

8.3 As school models vary so much no sense of consistency or entitlement has been established—what one school considers sufficient is different from another. In Careers South West bureaucracy has increased significantly as we anticipate moving from a single contract across four local authority areas to 100+ contracts.

8.4 Overall it is difficult not to draw the conclusion that the current policy will hit hardest those who are least able to manage their own transitions, consequently lowering aspirations and reducing social mobility.

October 2012

Written evidence: David Andrews OBE

EXECUTIVE SUMMARY

1. The evidence presented in this submission has been collected through my work, over the past 18 months, supporting schools, local authorities and careers companies to prepare for the new statutory arrangements for careers guidance for young people.

2. The Education Act 2011 introduces the biggest change in careers guidance services for young people in England for four decades, by transferring responsibility away from an external service that has been free of charge to schools direct to schools that now have to pay for the service. However, while schools have been given this new duty, they have been given no additional funding to cover the costs and very little support from the Department for Education (DfE).

3. The 153 local authorities in England are taking a variety of approaches in response to the change in national policy. Some are intending to continue to provide a careers guidance service to their own schools, and in some instances to schools in neighbouring areas, on a traded basis, and some are commissioning services on behalf of their schools. Others are supporting schools by providing a list of approved suppliers, a guide to commissioning or briefings and consultancy support.

4. Some schools are planning not to commission careers guidance from an external source and most of those that are intending to buy services in are making arrangements to provide more of the guidance from internal sources. Providers of careers guidance from which schools are commissioning services include the established careers companies, individual careers advisers, local authorities, education-business partnerships (EBPs), new enterprises and university and college careers services. Levels of buy back are below the level of services that were provided free of charge in the past.

5. The emerging national picture is one of wide variety of approaches, between areas and within individual local authorities. Some young people will continue to have access to good quality support, either through their families or because their schools are committed to making such support available. Others will be able to take advantage of the targeted support from the local authority because they fall into certain priority categories. However, too many young people will not have access to the careers guidance support they need in the current climate.

There is no longer anything in place to ensure a national entitlement for young people to good quality careers

guidance. Ofsted will not monitor DfE policy, the Department has not stated any intention to monitor how schools are meeting the new duty, and schools are not required to use only accredited providers of careers guidance services nor to employ only professionally qualified careers advisers.

6. The Government needs to decide between constituting and funding the new National Careers Service as a proper all-age careers guidance service, offering face-to-face guidance for young people as well as for adults, or establishing a robust school-based model with support from the National Careers Service. The potential foundations for either model are already in place: both, however, would require significant shifts from current policy.

INTRODUCTION

8. I have worked as an independent education consultant specialising in careers education and guidance for the past 14 years. Prior to 1998 I worked as a teacher, a head of careers, an advisory teacher and a local authority education adviser and school inspector. I provide consultancy support to schools, local authorities and careers companies and I lead professional development for teachers and careers advisers. Over the last 18 months, since the Education Bill was first published in January 2011, much of my work has been focused on helping schools, local authorities and careers companies to understand the new statutory duty for careers guidance for young people, to examine the implications for practice and to prepare for the new arrangements. In the course of this work I have collected a good deal of intelligence about emerging practice in schools. I have drawn on this recent experience to provide the evidence that follows.

CHANGE IN NATIONAL POLICY AND SUPPORT TO SCHOOLS

9. The Education Act 2011 has resulted in the biggest change in careers guidance services for young people in England for 39 years. The Employment and Training Act 1973 gave the Secretary of State statutory responsibility for ensuring that all young people had access to careers guidance. For the past four decades that responsibility has been devolved to an external careers guidance service which has worked in partnership with the schools to provide support to pupils and students making their choices in education, training and work. There have been four different models for this external service: local education authority careers services; privatised careers services; Connexions; and, since 2008, local authority managed or commissioned IAG services. But the service has always been free of charge to schools. The Education Act 2011 transfers responsibility from local authorities to schools themselves. From September 2012 all maintained schools have a new duty to secure access to independent and impartial careers guidance for pupils in years 9, 10 and 11.

10. The wording of the relevant section of the Act indicates that the requirement for independence could only be satisfied by using careers advisers not employed by the school. There is, therefore, an expectation that schools will commission careers guidance services for pupils from external sources. However, it is important to note that none of the £200 million that was spent by local authorities on the careers guidance element of Connexions in 2009–10 has been transferred to schools. Schools have a new responsibility to buy in careers guidance services, but have been given no additional funding to pay for this.

11.

Further, schools have received little support to help them take on their new duty. The Department for Education (DfE) has issued Statutory Guidance to schools but the final version that was published in March 2012 is widely considered to be of limited use compared with an earlier draft that was prepared in consultation with careers professionals and practitioners and with schools leaders. A more practical guide, with useful case studies, was later published but only two days before schools closed for the summer holidays, and with a purely advisory status. There have been no national or regional briefings for schools organised by the DfE. The only support to schools to help them prepare for September 2012 has come from those local authorities that have taken on responsibilities for helping their schools make the transition, from the careers companies that are keen to promote their services to schools and from the careers professional associations.

EMERGING MODELS

12. There are 153 local authorities in England. From September 2012 they are no longer required to provide a universal careers service for young people but they continue to have a statutory duty to ensure participation of all 16–18 year olds in education and training and to provide what has been referred to as the “targeted” element of Connexions. It is, however, to some extent open to interpretation by local authorities precisely which pupils will have access to this more targeted support and whether the support will include careers guidance from specialist careers advisers.

13. One local authority, Derbyshire County Council, is continuing to provide a universal careers guidance service funded by the local authority for the full school year 2012–13 while it negotiates a new arrangement with its schools for September 2013. The rest are taking one of a number of different approaches.

14. Some plan to continue to offer a careers guidance service to the schools in their areas, but on a traded basis. This is happening in several, but not all, of the local authorities where the Connexions service had previously been managed directly by the local authority, eg Hertfordshire County Council. A few of these local authorities are also promoting their services to neighbouring areas, eg Southend-on-Sea Borough Council. Not all the schools in these areas are necessarily buying back the careers guidance service from the local authority.

15. Other local authorities are commissioning a careers guidance service for those of their schools that wish to buy into such an arrangement. This is happening in a small minority of the local authorities where the Connexions service had previously been commissioned from a careers company, eg Gloucestershire County Council, Bradford Metropolitan District Council. One local authority, Leeds City Council, is providing schools with a list of approved providers of careers guidance services: organisations and individuals offering such services apply to get on the list and have to achieve specified quality criteria.

16. The remaining local authorities are not intending to provide careers guidance services to schools, though some are offering varying degrees of support to help schools make the transition to the new arrangements. East Sussex County Council, for example, has produced a guide to commissioning careers guidance for its schools, while Essex County Council has employed a team of “participation consultants” to work with its schools.

17. Schools similarly are responding in a variety of ways. Some are intending not to commission any careers guidance services and to provide guidance solely from internal sources. These schools are not complying with the Act but have taken their lead from a DfE communication to schools, published in April 2011, which suggested that schools could employ their own careers adviser so long as they also made available to their pupils the National Careers Service online and telephone helpline services. Some have appointed qualified careers advisers or are making arrangements for a teacher or other member of staff to gain a professional qualification in careers guidance: others, more worryingly, are asking a member of staff not qualified in guidance to take on this work.

18. Even the schools that are buying some careers guidance services for particular groups of pupils are usually planning to provide a larger proportion from internal sources than they have done to date, mainly due to the pressure on the school’s budget and the lack of any additional funding to take on the new duty.

19. The range of organisations and individuals that are selling careers guidance services to schools includes: the established careers companies; individual careers advisers working as sole traders; local authorities (in some areas); education-business partnerships (EBPs) that have recruited careers advisers; new social enterprises; university and college careers services. Early reports indicate that schools are not buying back services at the level equivalent to what was provided free of charge in the past.

THE NATIONAL PICTURE

20. What is emerging is a very mixed picture, between local authorities and within local authorities. There is a very real sense of fear of two phrases used by critics of the current economic and political climate—‘postcode lottery’ and “squeezed middle”—applying to the provision of good quality careers guidance for young people. The notion of a postcode lottery might be better expressed in this context as a “catchment area lottery”, as the careers guidance a young person receives will depend largely on what his or her school chooses to make available and to buy in. The phrase “squeezed middle” could be used to describe the group of pupils who are denied access to careers guidance because they are not fortunate enough to come from families that have access to support or to attend schools that invest in careers guidance, nor are they in a disadvantaged or vulnerable group identified as a priority for the local authority’s targeted support service.

QUALITY ASSURANCE

21. Although the Education Act 2011 sets a framework for careers guidance for young people there is no longer anything in place to ensure a national entitlement for young people to good quality careers guidance. Ofsted has made it clear that it is not its role to monitor DfE policy and there is no indication that the Department itself intends to monitor the new statutory duty. There are no requirements on schools to use only providers of careers guidance that meet the careers sector national standard, ie *matrix*, despite all providers of careers guidance to adults through the new National Careers Service having to be *matrix*-accredited. Schools are not even required to use only professionally qualified careers advisers. Parents seeking careers guidance for themselves can be assured of receiving advice and guidance from accredited providers with qualified staff, but the same guarantees are not in place for their children.

CONCLUSION AND RECOMMENDATION

22. The Government has established a National Careers Service for adults but has devolved responsibility for careers guidance for young people to schools, with no funding, little support and weak quality control. At a time of high youth unemployment and an increasingly complex market for higher education, there has never been a time when young people have been in such need of good quality careers guidance. Under the present arrangements some young people will have access to this support, but many will not.

23. The Government should decide between one of two ways forward: either constitute and fund the National Careers Service as a genuinely all-age careers guidance service for England, offering face-to-face guidance for all young people who need it; or establish a robust school-based model for young people’s careers guidance with support from the National Careers Service in the form of easily intelligible labour market information, professional development for careers staff in schools and effective monitoring and inspection. The Government

has already potentially put in place the foundations for either model, but both would require significant shifts in current policy.

October 2012

Written evidence submitted by British Youth Council

SUBMITTER INTRODUCTION

I am writing on behalf of the British Youth Council. The British Youth Council, as the national youth council of the UK, aims to connect with our member organisations and networks of local youth councils, to empower young people aged 25 and under, wherever they are from, to have a say and be heard. We aim to help them to participate in decisions that affect them; have a voice and campaign on issues they believe in, inspire them to have a positive impact, and gain recognition for their positive contribution to communities, society and the world.

EXECUTIVE SUMMARY

With a rise in the number of NEET young people in the first quarter of 2012, and uncertainty about the future of our economy, the issue of good quality careers guidance is of huge importance. An online survey with over 500 young people aged 12–26 conducted by the British Youth Council, NCB and Young NCB was carried out into current Careers Guidance. The aim was to ascertain what young people say influences their decisions about jobs and careers and how they perceive the available sources of advice.

Young people say they are most influenced by parents, websites, teachers and friends, and over 80% of respondents who had received formal careers advice found it to be “a little bit” or “not at all” helpful. Perceptions about the helpfulness of formal careers advice did not vary significantly according to where it was delivered, suggesting that the setting may be less important than the way in which the advice is formulated and delivered.

In the light of these findings, future approaches to careers advice and guidance should:

- *Include measures to broaden the knowledge and understanding of the job market among all those who have real influence on young people’s decisions.*
- *Avoid proposals on the relocation of any dedicated provision from one setting to another.*
- *Consider the development of more self-accessed web-based solutions for informing and guiding young people, including tools that can be used by young people and their parents together.*

(1) Quality of Careers Guidance

(i) Here at the British Youth Council an online survey of around 500 young people, aged 12–26 years, was carried out to ascertain their views and experiences of careers advice. Of all of the respondents who had received careers advice, 80% found it to be “a little bit” or “not at all” helpful. Respondents who had received careers guidance noted such things as; “The whole system was overly simplified, unrealistic and to be honest a little patronising” and “Absolutely useless, very little knowledge of what is out there and even less about practical steps needed to get there”. It is with this view point that we would start by saying that one of our biggest concerns would be the quality of career guidance on offer, and not necessarily the age at which it becomes mandatorily available.

(2) Who Delivers the Guidance?

(i) We are also aware of concerns about the independence of such guidance. It is, after all, often in the best interests of schools to encourage pupils to stay on for sixth form, due to the way schools are funded for these pupils. Our findings, however, indicate that there are a large percentage of young people, especially those aged 17–18 years old, who found that advice regarding careers or further education was most influential when it came from teachers and/or parents. This finding is supported by TNS research which was carried out in 2008 and showed that the most favoured source of advice was parents or teachers. This was due to the fact that young people were found to want advice from a trusted adult with whom they already had a relationship. As such, we would note that instead of legislating that the guidance *must* be provided by an individual external to the school, it may prove more productive to ensure that those already influencing young people’s decision are better informed on the subject

(ii) However, job and careers websites are nudging into second place behind parents but before teachers (65.3% and 58.2% respectively), with 60.8% of young people saying they use these for information more than they use other family members, adverts, newspapers and magazines or TV. In fact, adverts seem to have a marginal influence, with only 19.9% of young people being influenced by them. Nearly a third (30.2%) of young people were influenced by multiple sources.

(iii) The use of websites appears to increase with age, perhaps because teachers are no longer available, and any authority parents had in this area has been “used up”. So while 54.5% of 14–21-year-olds get their

information from the web, this rises to almost 70% of 22–26-year-olds. Web-based information is now a key route for young people and more should perhaps be being made of it, taking into account the fact that access may typically be unsupervised.

(iv) When asked which was the single most influential source of information, the pattern of the top four remains the same: parents (26.9%), followed by websites (22.6%), teachers (20%) and friends (10.8%). The value of using adverts as a source of information about jobs and careers drops to being the least influential, with only 1.9% of respondents finding them the most useful, followed by other relatives (2.8%), siblings (3.4%) and TV (4.7%).

(v) Boys and girls did not differ significantly in their perceptions of key influences, with the exception of the roles of television and websites. Girls were significantly more likely than boys to view the web as a key influence (63.4% vs. 48.4%, respectively), while boys were more likely than girls to view TV as a key influence (48.4% vs. 29.8%). Both boys and girls were more likely to report the web as a key influence over TV, but this was particularly true for girls.

(3) Significance of Location

(i) The minimal difference in levels of perceived helpfulness across settings suggests that the setting in which careers guidance takes place may have very little impact on how it is rated by young people. So shifting the location of services would not be money well spent. However, this small survey at least indicates that more investigation is required about how, when and from whom young people obtain advice, as well as into the implications for public investment and the design of careers advice and guidance.

Breakdown of the 19.8% of young people who found formal *careers advice* “very helpful” by location.

<i>Location/service used</i>	<i>Full sample (12–26)</i>
School/careers advice service	17.80%
Community/Connexions service	20.60%
University/careers guidance	21.40%
College/careers guidance	24.50%

(4) Changing the Age range of Mandatory Careers Guidance

(i) It is hard to escape that despite a drop in the number of NEET children aged 16–18 between the first quarter of 2010 and the first quarter of 2011, this figure is now on the rise again. We, like yourselves, are concerned at the high numbers of young people that fall into this category and support any initiative which may aid in rectifying this. During our own survey, however, we actually found that the large majority of 17–18 year olds surveyed, 87.5%, had already received formal careers advice. Nevertheless, 78.6% of respondents in this age category found the advice to be “a little bit” or “not at all” helpful and as such we would emphasise our desire to see an improvement in the quality of such guidance. Despite such a high percentage of people in this age range already receiving careers guidance, in our somewhat limited survey at least, we would like to see *all* young people at this transitional stage in their education/career receiving high quality careers guidance. Although the legislation can do little to ensure quality we feel that this is a vital first step towards providing what can, and would, be an invaluable service to these young people.

(ii) With reference to careers guidance for pupils in Year 8, we understand that a very different approach is often taken with children of this age; activities such as decision making games are used to assist young people develop the skills they can then apply to their own opportunities. We also appreciate that some young people do move from a middle school to a secondary school in year 9 and as such prior advice on the options open to them at this stage could be extremely useful. That said, we feel that an obligation for every child at this age to undergo careers advice from an individual or group external to their school would simply create an unnecessary burden for both child and school. Except for the minority of children who join secondary school at this age most children are not required to make decisions, such as choosing GCSE options, until the end of year 9—an age group that is already covered by the initial guidance. Much has already been made about the mounting pressure on young people at school, SATs, CATs etc and our belief is that insisting on the undertaking of careers guidance, and the associated implications that these young people need to be making decisions about their future, would only unnecessarily add to this pressure.

Written evidence submitted by City of Bradford, Department of Children's Services

1. EXECUTIVE SUMMARY

1.1 In the introduction we explain how Bradford LA has approached the changes in legislation related to careers guidance by working with the 14–19 Confederations to set up our CEIAG Partnership. All but a few of our secondary schools and colleges agreed that the Local Authority (LA) would procure a universal careers guidance service on their behalf at the same time as commissioning the LA service for vulnerable young people.

1.2 In the Information section we address each of the points that submissions are invited to consider, drawing on our experience of running the existing Connexions contract through to August 2012, with the new CEIAG Partnership service starting this September. The LA is therefore confident that all the schools subscribing will have a good quality, value for money service for their students. However, the new universal service cannot be impartial while schools are funding it, and the reduction in the Early Intervention Grant means that the overall service is much reduced compared to the previous Connexions service.

1.3 The Recommendations for Action call for a properly resourced, professional and impartial careers guidance service to support young people in making the difficult choices they face at points of transition.

2. INTRODUCTION

2.1 As the strategic partner within the 14–19 Bradford Confederations, Bradford LA has this year, following the changes to legislation and after consultation with the 14–19 provider partners, set up the Bradford CEIAG Partnership. In addition to commissioning CEIAG services for vulnerable young people to fulfil the LA's duty, we have worked in partnership with schools to commission a service that meets their new duty to provide impartial careers advice. 25 of our 28 secondary schools and academies; all 4 of our 4 secondary special schools and all 3 of our 3 FE colleges have committed to our partnership approach, for a year in the first instance.

2.2 After a competitive tender process, led by the LA and with representative provider partners on the project group, we have appointed Prospects Ltd as our provider. They have been our Connexions provider for the past two years and have consistently provided a high quality service.

2.3 Each signed-up provider is committed to a minimum payment of £10,000 for the academic year 2012–13, for which they receive 1.5 days of Personal Adviser (PA) time, which can be used flexibly by schools to support them in meeting the needs of their students. Schools and colleges can buy additional time if they wish to.

2.4 We will retain the Connexions brand, as this is known and trusted in Bradford. We are pleased that we have been able to provide schools and colleges with good value for money at a time when they must pay for a service they previously received free. Schools and colleges have been happy that we have removed the burden of procurement from them; they have trusted the LA to undertake this work on their behalf, and they have confidence in the company who will provide the service. The local authority will be monitoring contract delivery on behalf of schools and colleges.

3. INFORMATION

In this section we address each of the points submissions are invited to consider.

3.1 The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty.

3.1.1 Bradford continued its existing Connexions contract until August 2012 in order to ensure young people would not experience a sudden change in service at the very time they were taking their GCSEs and moving onto the next stage in their progression pathway. Schools will therefore start taking on their responsibilities for the new duties themselves from the beginning of the academic year 2012–13.

3.1.2 29 of our 32 secondary schools (including special schools) and academies have bought in to the CEIAG Partnership described above. We agreed the tender specification with them and are confident that the procured provider will offer a good service. We will liaise with schools and monitor the contract to ensure that the service meets both LA and school requirements. Our good partnership working with all our schools through the confederations will enable us to enquire of the three remaining schools what service their students will receive. We understand that it is not a requirement of the Local Authority to ensure that schools are compliant with their new duties, but recognise that if we are to champion the rights of children and young people in our District, then one of the things we must be confident of is that they are receiving effective impartial information, advice and guidance as they move into employment and training.

3.1.3 Each of the schools buying into the shared provision will receive 1.5 days per week of PA time for their £10,000 contribution. This will be used principally to fulfil their new duty to offer impartial careers advice. They may decide to target all students in Year 11 or only a proportion. In our response to the recent consultation on careers guidance for schools, sixth form colleges and further education institutions we said that "The elephant in the room is the tension between the existing funding system which pushes a school to ensure financial stability through increasing or, at the very least, maintaining student numbers, and the duty to offer

impartial careers advice that might lead to a reduction in that school's student numbers at key transition points." This tension is recognised within our 14–19 partnership and one that all partners are aware of.

3.1.4 The service that schools will buy, with their money, is therefore very flexible. It will include face-to-face advice, but it could also include: careers interviews, assemblies, ensuring all Year 11 and Year 12 students have an offer of a suitable place in learning for the following academic year, drop-in advice sessions, staff training, governor briefings, exam results' day support, parents' consultations, parents' evening presentations and availability, parents' workshops on supporting their son/daughter, workshops for young people on relevant topics such as CV writing, Interview preparation, etc. and organising careers fairs. Each school will agree a bespoke package with the guidance provider, and they may purchase additional service if they wish to.

3.1.5 Companies tendering for this contract had to meet rigorous quality standards, and a significant part of the tender assessment was based on quality. As the contract is implemented, quality will be an important part of contract management and feedback from the schools will be collected. Additionally, schools have only signed up initially for a year, so their second year's sign-up will be dependent on their perception of the quality of the service they receive and its value for money.

3.1.6 The careers guidance thus provided in schools will be as impartial as it can be under current legislation. It will be provided by a national careers company and will fulfil the requirements of the agreed tender specification. However, it is being paid for by schools and colleges, and they are deciding the nature of the service they require for their money. They can, therefore, shape it as they wish, and as long as the service is paid for by schools and colleges, it can never be truly impartial.

3.1.7 The LA and the CEIAG Partnership have tried to ensure that schools are as well-prepared as they can be to fulfil their new duty. Schools are purchasing a professional service from a national company that employs professionally qualified staff, and there are clauses in the specification about the level of qualification and the training that staff receive. However, most schools are purchasing significantly less provision than they received under the previous Connexions contract, and the provision will not be as extensive as they are accustomed to. Because of the bespoke arrangements that each school will shape, it is not possible for the LA to ensure that all young people in Bradford receive an equivalent level of careers advice. What we have ensured is that all schools have purchased a quality service from a quality provider and that the contract is managed to maintain levels of performance.

3.1.8 Bradford's local provider of the National Careers Service, Aspire-I, has offered a free training session on the use of the National Careers Service website and telephone service to schools. They have already given a presentation on this work to our Confederation Executive Committee.

3.2 The extent of face-to-face guidance offered to young people.

3.2.1 Through the CEIAG Partnership schools have purchased 1.5 days per week of Personal Adviser time, but this may not all be used for face to face guidance. The decision about service provision in schools and colleges rests with the institutions that are funding the service.

3.2.2 The Connexions service in Bradford will continue to operate drop in facilities for careers information and guidance as they did through the previous contract.

3.2.3 Three of our schools are not participating in the CEIAG Partnership. They are aware of their duties, and we will ask them how they are fulfilling them, but they are not obliged to tell us.

3.3 At what age careers guidance should be provided to young people.

3.3.1 Careers guidance should be provided from the age of 14.

3.3.2 Careers information should be provided from primary school age in a consistent and planned way as part of PSHCE. It is important that children are made aware of different careers, opportunities and futures open to them as early as possible so that they are not limited by only being aware of their family and local circumstances. This should be done by trained professionals in order to be effective and equalities aware.

3.4 The role of local authorities in careers guidance for young people.

3.4.1 The renewed emphasis on LAs taking particular responsibility for guidance for vulnerable young people is welcome, and in Bradford we are investing as much as we can from the reduced Early Intervention Grant in a newly procured service. The new service is based on the previous Connexions targeted service, which has proved very effective. The Council is investing some of its own funds to work with schools to develop a through-age enterprise curriculum which will support pupils through all key stages to recognise the types of businesses, employment opportunities and potential for self-employed/business start up in Bradford.

3.4.2 Using the previous Connexions budget we have reduced 16–18 year old NEET in Bradford very significantly, from 15.3% in 2002 to 5.7% in June 2012, and are proud of the fact that our NEET rate has been below the national average for the first time for the last three months (April to June 2012). We are therefore of the view that in Bradford an effective model is to fund LAs to provide a truly impartial and holistic service, in partnership with schools and colleges, so that young people receive what should be viewed as an entitlement

to impartial information, advice and guidance. LAs are able to act more impartially on behalf of young people than schools and colleges are, particularly where sustainable budgets are reliant on institutions retaining pupils post 16. The shift of the duty to provide impartial advice to young people to schools does bring these tensions to the fore. Once schools are paying for the service, even if it is not provided by personnel on their pay roll, it is not impartial.

3.4.3 Effective, professionally provided, impartial careers guidance is essential for all young people, particularly as they approach transition at age 16. It is essential for the development of the young person; they must be confident that they are sufficiently well informed to make the best choices about their future; and we cannot afford to waste funding while they make mistakes with the accompanying loss of self esteem. In Bradford, the majority of our young people are first generation HE students and most are first generation FE. Good careers guidance assists the social mobility the District needs and helps to overcome gender and cultural barriers. A service that provides these benefits is best provided by the LA working in partnership with schools, and properly funded by central government.

3.4.4 It is important that effective careers guidance sits alongside the huge investment made in provision for the 16–18 age group. For many of our young people, excellent provision is of little benefit to them if they do not know about it and how to select the most appropriate courses. Professional and impartial information, advice and guidance that assists young people in these ways is better provided centrally by LAs working with schools than by leaving it up to individual schools to provide a service.

3.5 The effectiveness of targeted guidance and support offered to specific groups, such as Looked After Children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET;

3.5.1 It is right that responsibility for these young people rests with the LA, alongside LAs' other responsibilities for these groups. However, it is difficult to plan and deliver targeted guidance as discreet provision. Targeted guidance is best when it is integrated with a universal service. This mirrors young people's experience of having times of additional need and other times when their requirement for support is less. Through divorcing the targeted service from the universal service there is a very real danger that young people fall through the gaps between services. The local authority has therefore made provision within the overall Connexions service contract that where additional needs are identified, referrals are made through the use of the Common Assessment Framework to our Integrated Youth Support Service, using a step up step down process to ensure ongoing support is available. The council made the decision that it needed to ensure ongoing support beyond impartial information, advice and guidance to these groups so that they could fulfil their potential towards independence and employment.

3.5.2 Cuts to the Early Intervention Grant mean that targeted guidance is less well funded than in the past. Bradford's EIG was cut by 12.4% in 2011–12 from its 2010–11 baseline, and its increase the following year by 4.3% amounted to little more than inflation.

3.6 The link between careers guidance and the choices young people make on leaving school.

3.6.1 In regularly collected feedback from young people, they rate careers guidance as important in helping them make post 16 choices. In a survey of Year 11 young people across the Bradford District carried out in February 2012, 11.5% of the 308 respondents said that they did not know what they wanted to do at the end of Year 11 and 17% said they were not sure. When they were asked how helpful they found careers advice given to them by their Personal Adviser, 55% rated this helpful and 41% rated it very helpful.

3.6.2 School staff do their best to advise their students, but they say that they feel least equipped to advise young people about apprenticeships. This is despite the National Apprenticeship Service and the West Yorkshire Learning Providers offering training. Careers guidance provides a very useful source of advice and guidance for young people wishing to pursue an apprenticeship.

3.6.3 Careers guidance should be impartial. Although our school sixth forms offer a wide range of courses at different levels, our three FE colleges offer many more, particularly vocational and occupational courses. In the absence of impartial careers guidance, we cannot be fully confident that young people will know about the learning, training and employment options, as schools and colleges seek to protect their post 16 budgets. Although current legislation endeavours to retain that impartiality by insisting that professionals offering impartial guidance should not be on the school pay roll, this will not actually ensure impartiality. Once the schools pay, they control the advice and guidance.

3.7 The overall coherence of the careers guidance offered to young people.

3.7.1 We have endeavoured to work in transparent partnership arrangements in order to retain as much coherence for the delivery of careers guidance offered to young people as possible. We are hopeful that this will be the case, as we are all aware, as partners, of the tensions and risks involved in the new system.

3.7.2 Schools and colleges will decide how the universal service is provided for their students and may not provide anything for the majority. The local authority with its responsibilities for vulnerable young people will determine the nature of support for them whilst working with the broader partnership to retain as much

coherence across the system as possible. There is a high risk that the new regulations could remove the future possibility of coherence.

3.7.3 The National Careers Service is improving but is fundamentally adult facing and only the website and phone lines are available to young people.

3.7.4 The local Prospectus is a useful tool, but young people need professional guidance to assist them to use it to full advantage. The National Careers Service course search does not include the lower level courses that many of our young people need to access.

3.7.5 Overall coherence is unlikely as LAs decide how to provide for vulnerable young people, schools and colleges provide whatever they feel is appropriate for their students, students may or may not know about the National Careers Service and may or may not know about a local Prospectus, which may or may not exist.

4. RECOMMENDATIONS FOR ACTION

4.1 Retain the current arrangements for careers guidance for vulnerable groups.

4.2 Put in place a properly funded, impartial face-to-face careers information, advice and guidance service that assists young people into the most appropriate provision for learning pathways to employment. This would be best organised through local authorities working in partnership with local providers.

4.3 Re-introduce the requirement for schools to include Careers Education and Guidance in the curriculum. It should be a stated, compulsory part of the secondary curriculum and an entitlement for all young people.

October 2012

Written evidence submitted by the National Union of Teachers (NUT)

INTRODUCTION

1. The National Union of Teachers (NUT) welcomes the opportunity to respond to the Education Committee's Inquiry into Careers Guidance for Young People.

The Purpose, Nature, Quality and Impartiality of Careers Guidance Provided by Schools and Colleges

2. The NUT believes that the new duty to be introduced in September 2012 which places schools under an obligation to secure access to independent and impartial career guidance for pupils in years 9–11 will be problematic.

3. A survey carried out by the TES and the Education and Employers Task Force charity (July 2012) found, for example, that nearly 53% of teachers did not feel confident about giving advice about apprenticeships. The survey of almost a thousand teachers and school leaders revealed major uncertainty in schools about the changes to careers information, advice and guidance.

FUNDING

4. If careers education is to be run effectively by schools and colleges, ring-fenced funding must be provided to schools with the Government honouring the pledge made in 2011 to invest £200 million in careers education. If this money is not forthcoming, young people in the poorest schools in the most deprived areas are likely to be the hardest hit.

THE EXTENT OF FACE-TO-FACE GUIDANCE OFFERED TO YOUNG PEOPLE

5. Raising the participation age to 17 by 2013 and to 18 by 2015 must be supported by individual careers advice for 17 and 18 year olds. This guidance has the potential to reduce the possibility of students becoming disengaged from the education system. It can also raise aspirations and motivation and reduce drop out and course switching.

6. An effective careers service must provide access to personalised careers advice to all young people. It is crucial, therefore, that face-to-face guidance is available to all students, especially for those students not in education, training or employment.

AT WHAT AGE CAREERS GUIDANCE SHOULD BE PROVIDED TO YOUNG PEOPLE

7. If the new duty on schools to provide impartial careers guidance is to be extended to pupils in years eight, or upwards to young people aged 18 [studying in sixth form colleges, sixth forms and further education institutions], then additional funding must be set aside for this.

THE ROLE OF LOCAL AUTHORITIES IN CAREERS GUIDANCE FOR YOUNG PEOPLE

8. Successful careers education and good information, advice and guidance relies on collaborative working between schools and colleges. Professional career advisers could be co-ordinated by local authorities who have local knowledge of what is needed in schools in their localities.

9. This overview of careers provision is crucial as some schools remain undecided about how to secure independent careers guidance to pupils in Years 9–11. Some schools are already employing former Connexions advisers, or are sharing careers workers with a number of schools. Others are commissioning the company that formerly operated the Connexions Service to provide them with varying levels of service. It is still unclear, however, as to whether buying in these services will be sufficient to support the demand. The local authority has a role here in overseeing such diverse approaches to providing a careers service in schools.

The Effectiveness of Targeted Guidance and Support Offered to Specific Groups such as those with Special Educational Needs or Disabilities and those At Risk of Becoming NEET

10. For those young people not in education, training or employment, face-to-face careers advice will be crucial to their participation and engagement in the education system. Research undertaken by the University of Derby, for example, indicated that few 16 year olds had received one-to-one careers advice sessions in recent years. Only two in five young people were now seen individually by a personal adviser and who is not always a trained careers adviser.

11. There does need to be an emphasis on social inclusion in providing information, advice and guidance to specific groups of young people. In the past, however, Connexions resources were targeted at those who were seen as being in danger of becoming NEET with the result that some young people outside of this group had less access to specialised support. This resulted in the lack of universal support for all young people. It is important, therefore, that all young people benefit from receiving careers support as well as those at risk of exclusion or disengagement.

The Link between Careers Guidance and the Choices Young People Make on Leaving School

12. With the Raising of the Participation Age, it is important that young people make informed choices about their future destinations either in education, training or employment. It is essential that schools and colleges work together in a spirit of collaboration rather than competition to ensure that young people can access information about opportunities available to them locally.

13. Young people over the age of 16 must also be made aware of apprenticeships, vocational courses and the wider opportunities available to them to be able to continue their education and gain access to employment.

14. With unemployment now at a 17 year high at 2.7 million, including 1 million unemployed young people, it is more vital than ever that people can access high quality careers advice to improve their long term employment prospects and help them find work.

CONCLUSION

15. It is important that young people aged 16 onwards have access to the widest range of information about their post-16 choices. This will enable them to make informed decisions about courses and will give them the opportunity to improve their education and employment success rates. It would be an unacceptable situation if guaranteed, face-to-face, good quality careers advice was only available to young people in fee paying schools.

October 2012

Written evidence submitted by Barry Jackson, Company Director, BWJEnterprise Trading as Aspire Academy

I write to you as a person who shares your committee's concerns about the plight facing young people entering the job market for the first time. What follows cannot be described as a scientific survey but the conclusions I have drawn are based on the following 2 things:

- **Discussions with employers** representing large National/International companies as well as small local concerns; companies employing largely graduates as well as those employing mostly manual labour. Included among those I approached for their advice were, Jaguar -Land Rover, Barclay's Bank and British Aerospace, The Corin Group (Cirencester) manufacturers of orthopaedic prostheses, and Cottswold Dairies, Tewkesbury. The training programs I offer to schools have been heavily influenced by the comments and guidance I have received.
- **Mock interviews with over 2,000 students** (year 10/11) carried out on a voluntary basis in schools.

My views on what ought to be included under the heading, "Preparation For Employment" are based on the above as well as training courses I have delivered to students from the following backgrounds,

- Students in private education

- Grammar school students intending to progress to further education
- Students wanting to learn a trade through apprenticeship.
- Students from disadvantaged backgrounds.

NOTE: Since I have been requested to comment on career guidance, I shall restrict my comments to that area.

It is my experience that the following are poorly understood by the majority of students irrespective of social background. It is my view that any career program should enable a student to answer the following key questions. There are nine of them.

1. WHY DO EMPLOYERS TAKE ON STAFF?

Employing staff costs money. This does not stop at paying salaries. Employers have to act within employment legislation. To ensure this happens, they will employ specialist lawyers to advise them. Students need to understand that employers will take on staff only if they see them as an investment. They need to understand when this is likely to be the case and they need to understand that the employer will expect a return on that investment. When staff cost more than the return, there is a serious risk that there are going to be redundancies! Students need to understand that jobs are not created and budgets set to pay salaries simply to keep unemployment figures down!!!!!!!!!!!!

2. HOW DO I MAKE THE CHOICE BETWEEN HIGHER EDUCATION AND AN APPRENTICESHIP?.

I am horrified by the number of students who know little if anything about apprenticeships. They don't know how many trades there are for which apprenticeship training is available. They don't know that they earn a qualification while doing real work for a real employer. They don't even know they get paid. There is a widespread belief among students that you can't get anywhere in any field without a degree. I've met students whose ambition is to become landscape gardeners but who think they need a degree to achieve this. I've met lads who tell me they want to study engineering; but further discussion reveals that what they really want is to be a car mechanic and work for their dad, and they think that a degree in engineering is the only way to achieve this! This leads me onto a very important subject. **Impartiality.** How in the world, can a student reach year 11 *and not know* that there are apprenticeships in the very trade he wants to follow and that going on to "A" levels and then to university will waste 5 years of his life, let alone the financial cost of that decision. Impartial advice is to be made a statutory requirement. So it should be; but if this is the objective, why are schools receiving £6,000 for every 6th form place they fill? With such a huge incentive for schools to encourage students to stay on after G.C.S.E.'s, is it surprising that students are encouraged to believe that this is the only route to success. Is it surprising that so little encouragement to explore the apprenticeship route occurs when there is such a massive disincentive for schools to do so. Expecting impartiality is both unreasonable and certainly unrealistic until this issue is addressed. Not only will schools not provide impartial advice in house, many will even deny students access to outsiders who offer it. (I speak from personal experience here)

3. HOW CAN I FIND OUT ABOUT OPPORTUNITIES I NEVER KNEW EXISTED?

The figure is a "top of my head guesstimate" but, in my experience, around 1:10 girls interviewed tell me they want to be nursery nurses and at least 1 boy in 20 wants to invent computer games! This tells me a number of things. Students have a very narrow view of the career opportunities that exist so they make their choice based on totally inadequate knowledge. It is not enough for youngsters to base their career decisions on little more than what they like and what they're good at.

4. HOW DO I IDENTIFY THE THRIVING SECTORS OF THE JOB MARKET?

I have rarely if ever, met a student who's even thought of this question. Most young people perceive the job market as one big homogenous lump. They fail to realise that even in a recession, there are companies that are thriving. They certainly have no idea how to base their career choices around questions like, "Who's doing well?" "Who might be in a position to offer me a career with prospects, rather than just a job?"

5. WHAT ARE THE BIG UNSOLVED QUESTIONS?

And how many people are qualified to work towards a solution? Identify a problem that urgently requires solving ; and where very few people are even qualified to address that problem and you just identified an opportunity to earn a fortune, carve out a secure, long term future for yourself and enjoy massive job satisfaction in the process. When I ask students to name the big unsolved problems facing our country/the world, they have no difficulty answering, "Global warming, antibiotic resistant super bugs, development of sustainable alternative to fossil fuels." But I've not met a single student, not one out of the thousands I've interviewed, who's told me that he/she wants to work in any of these areas. They just don't make the connection between a massive problem and a career opportunity.

6. *How do I identify opportunities of the future, opportunities that might offer me a career even when they haven't happened yet?*

There's a wonderful video on YouTube called "Shift Happens." It makes the point that the top 10 in demand jobs today, didn't exist 10 years ago. The likelihood is that in 10 year's time, jobs that we don't even know about will be the jobs in demand, *the opportunities that brought us out of recession*. I'm in the process of developing a module to address this very issue.

7. *The concept of the job for life is dead. So what skills should I be learning that will be useful to me when I change career completely?*

8. HOW DO I ACCESS THE JOBS THAT ARE NEVER ADVERTISED?

Well over half of all jobs are never advertised and I have seen figures as high as 74%. Most students don't know this and if they did, they wouldn't have a clue how to be ready for the situation. Most students study for a qualification (whatever that might be) and then start job hunting. The result is that every summer, vast hordes of newly qualified youngsters hit the job market all at the same time. They write letters to 50–100 employers, all of them, all at the same time. Mostly they don't even get the courtesy of a reply. The employer just doesn't have time.....but it's no less heart breaking. They don't understand that they used the wrong strategy. They don't realise that, if a job *had been available*, the employer would have phoned a student he'd known for 3 years. The job was never going to be advertised and the call went like this, "Lauren, we're creating new position in our research department are you interested? Subject to an informal interview, the job's yours if you want it." Lauren was the only candidate in the frame. *How do I get myself into that position?*

9. *Why is it important that I build a network of employers before I need a job? How do I go about this?*

There are so many ways in which a student can go about this but *I never run a careers course without recommending students to make contact with an organisation called "Bright Futures."* Historically, Bright futures have confined their activities to universities; but the opportunities they offer for students to network regularly (for the whole 3 years at university) with employers from the public, private and 3rd sector is what enhances the chances of youngsters like Lauren to be the target of the very people she wants to join. "Bright Futures" are now extending their services into schools and I strongly recommend the sub-committee to involve the Director, Simon Reichwald, if you haven't already done so.

THE IMPORTANCE OF ON-GOING CONTACT.

This is where I declare a personal vested interest. Members of the committee must decide for themselves whether this invalidates what I'm about to say. When it comes to Core Curriculum teaching, no matter what the subject, the student will be taught by a full time professional who makes a living by teaching that subject as his/her speciality. Those teachers are also mentors in the sense that students are encouraged to form long term relationships with them. This means that if a student doesn't understand something, he has the opportunity to say, "Sir, can you go over that with me again, please?" If she understood it 6 months ago but she's forgotten it, she can say, "Please Miss, I can't remember what I learned about....can you go over it again please?" We would not approach any Core Curriculum subject in any other way and expect a favourable outcome. Yet this is exactly how career teaching is approached. In schools, career guidance is sometimes provided by a qualified careers teacher, sometimes by a subject teacher who agrees to do this on top of all her other responsibilities, sometimes by an outsider who spends minimal time with each student (so as not to interrupt the curriculum) and who isn't going to see that student ever again!

Whenever I'm asked to offer my 9 module comprehensive course, *I allow two whole days* to deliver it. Furthermore, I offer students the opportunity to stay in touch with me right up to the time they land their first salaried job. In the case of students who are minors (the majority), I make this commitment via teachers or parents to comply with child protection legislation. I see no other way in which teachers and parents can have confidence that I'm going to deliver the outcome for which they are paying me. Without this commitment, they are paying for no more than a "good training course."

Elite performers, in any walk of life, have full time professional coaches who make a living out of what they do and the relationship is on-going. If you don't agree with me that this is essential, I suggest you ask Bradley Wiggins or Beth Tweddell.

It recently came to my attention that a new £1 billion government initiative has been announced aimed at getting the nation, and young people in particular, "active for life" through sport. Under this scheme, every secondary school in England will be expected to host a community sports club. *Expert professional coaches* (my italics) will be brought in to run sessions. 60% of the funding is to be targeted at the 14–25 year group, who are seen to need special encouragement in this area. Sainsbury's has announced a £10 million sponsorship of a School Games program. Clubs are to be set up with the aim of keeping young people engaged *after they leave education*. (my italics) Secretary of State for Sport, Jeremy Hunt has said, "We need a radical change in policy to address the deep seated problem of people dropping out (of sport) when they leave school. Our bold approach will see money going to organisations that deliver on youth participation." Apparently, the strategy

is all about delivering real results and providing funding for what works, as well as supporting young people at the very margins of society.

It is my opinion that the same vision needs to be adopted by Government, Schools and Business to the problems of youth employment. It is also my view that, until such programs are supported by funding which is ring fenced for the purpose, schools are never going to see the provision of career guidance as anything more than an interruption to Core Curriculum teaching, especially when schools as a whole, and individual teachers, are assessed solely on the basis of exam results and positions in league tables.

October 2012

Written evidence submitted by the Confederation of British Industry (CBI)

1. The CBI is the UK's leading business organisation, speaking for some 240,000 businesses that together employ around a third of the private sector workforce. With offices across the UK as well as representation in Brussels, Washington, Beijing and Delhi the CBI communicates the British business voice around the world.

2. The CBI welcomes the opportunity to respond to the Education Select Committee's Inquiry into careers guidance for young people. The challenge we face as a nation is huge—2.56 million people are currently unemployed and the number of young people not in employment, education or training (NEETs) is circling around the 1 million mark. It is clear that the school to work transition does not adequately prepare our young people for the world of work. A high quality, impartial careers advice and guidance system is a vital part of tackling this problem.

3. We should be clear that there has never been a "golden age" for information, advice and guidance in the UK. Over the years, various systems have been tried, with some proving more effective than others, but a comprehensive and effective framework of support for our young people has been difficult to achieve.

4. A wholesale improvement in the quality of careers advice and guidance will not be felt on the ground without business involvement. Frequent external input from businesses, brought together in local networks, can help ensure that advice is strongly grounded in the realities of the labour market. Business also has a role in inspiring young people about working life and all the options that are open to them. Business recognises this responsibility and is ready to do more—we now need mechanisms for harnessing this involvement.

5. In order for schools to fulfil their new duty to full potential, it must sit within a framework for improving the school to work transition as a whole. This means retaining work experience for 14–16 year olds and rewarding schools who give young people the opportunity to pick up the an understanding of the workplace. All of this will require schools to strengthen their links with businesses. We need fresh policies to encourage the growth and consolidation of existing local-level relationships between businesses, schools and the local economic infrastructure, including public authorities.

6. In this submission, we argue that:

- careers advice and guidance has not been delivering results for young people
- attempts to improve the system will fail without strong employer involvement
- careers advice and guidance must sit within a framework for improving the school to work transition as a whole
- in these tough economic times, resources must be focused on those in greatest need of support and guidance for the biggest impact

CAREERS ADVICE AND GUIDANCE HAS NOT BEEN DELIVERING RESULTS FOR YOUNG PEOPLE

7. High quality careers advice is essential for supporting young people to make a successful school to work transition. Young people are making choices from the age of 13 that will have an impact on their future careers and it is essential that these choices are well informed. With the right careers advice, delivered at the right time, more young people will have an understanding of the world of work, the full range of routes open to them and how to access them.

8. Careers advice and guidance has not been delivering results and this is a long standing issue, not just for the current system. Responding to the CBI/Pearson Education and Skills Survey 2012,²⁵¹ improved careers advice and guidance was employers' top priority for 14–19 education. For example, only 4% of responding employers told us that careers advice is currently good enough. The majority of employers (72%) told us that careers advice and guidance must improve. CBI data²⁵² has identified several key weaknesses with careers advice and guidance as it has been delivered under recent systems. They include advice that that is:

- irrelevant and/or not timely
- fails to inspire general careers awareness
- inaccurate or not grounded in the labour market

²⁵¹ CBI/ Pearson, Learning to Grow: Education and Skill Survey 2012, June 2012

²⁵² E.g. CBI, Action for Jobs—How to get the UK working, November 2011

— an absence of advice about vocational options

Poor quality advice will have a negative impact on young peoples' ability to make the transition between learning and work. The consequences of poor careers information advice and guidance also carry a significant direct cost on the publicly-funded skills system, as a result of wasted provision.

9. Employers can help tackle these problems by working with schools to meet their self-identified needs. For example, ensuring that careers advisers have information this is grounded in the labour market means that advice is always up to date and relevant to young people. Many employers (51% of those with links to schools provide careers advice/talks²⁵³) also work with schools, either directly or through national schemes, to inspire young people about career paths or choices—for a successful example, see exhibit 1.

Attempts to Improve the System Will Fail Without Strong Employer Involvement

The previous system of advice and guidance was not delivering results, and it is right that the government has sought to reform the system. The CBI has welcomed the principle of a National Careers Service (NCS). Hosted online, and making strong use of social media and an online presence, the service has the opportunity to provide an effective and clear portal for careers information. However, in order to contribute to the much needed step change in quality, it must make the most of its online presence to draw in the best resources from across business and forge a programme of continual business engagement. Employers are supportive of the new service and willing to get involved, but currently lack a clear framework for their involvement. We hope that the National Careers Council—which the CBI is engaged with—will help provide leadership for this engagement.

EXHIBIT 1: OPTICS SECTOR—NEW DIMENSIONS

Working together, employers, universities and professional bodies in the optics sector identified young people's lack of awareness of the sector and the careers it has to offer. Together, they formed a campaign to promote optics to young people.

The programme has taken an innovative approach to inspiring young people about the career possibilities of the sector, designing a one hour interactive lesson (including a 3D film) to fit within the national curriculum. New Dimensions has also created resources that staff can use for engaging with Year 9 pupils in local schools.

New Dimensions have won a number of awards for their approach, including the Innovation in Recruitment Award at last year's The Recruiter Awards.

11. To be truly effective, however, the National Careers Service has to be part of a wider framework that is locally led and utilises local brokerage solutions to harness business involvement and respond to local labour market needs.

12. In this regard, CBI members are concerned about how well prepared schools are to fulfil their new duty. Without funding to provide their new role, or a widespread local network, there is real concern about how schools will be able to build adequate provision. It is all the more important that schools provide this form of guidance effectively given that it is not available to those under-19 via the NCS. Although statutory guidance on schools does make it clear that schools should secure face-to-face careers guidance where it is the most suitable support, there are still concerns that many young people will miss out on face-to-face guidance during the key transition points in their education.

13. The duty to provide impartial and independent advice must mean that young people receive advice and guidance about all the options that are open to them. This should include vocational routes. Apprenticeships and other vocational routes have long been undersold as an option for young people. For example, focus-group research of apprentices conducted for the LSC²⁵⁴ found that, "participants frequently stated that schools focused on more traditional routes of learning and career development, such as A-levels and university", adding that "there was a perception that only those with the lowest grades were given the option to undertake an apprenticeship". This both devalues good vocational provision, and leads to an environment where lower levels of rigour in vocational courses might be seen as acceptable. The perception that A-levels and university are the only routes to a successful career must be challenged. Through their involvement in the delivery of careers advice and guidance, business can help counter any negative perceptions and make sure that careers advisors are aware and up to date on major employers of graduates, technicians and skilled workers and the range of entry routes open to all young people.

Careers advice and guidance must sit within a framework for improving the school-work transition as a whole

14. Recognising the important role they have to play, many employers already play a role in the delivery of careers advice and guidance, working with schools to help meet their self-identified needs. According to the CBI/Pearson Education and Skills Survey 2012, over half (51%) of those with links to schools contribute in

²⁵³ CBI/ Pearson, Learning to Grow: Education and Skill Survey 2012, June 2012

²⁵⁴ LSC, Addressing Inequality in Apprenticeships: Learners' Views, 2009

this way. Around 40% of involvement is via individual links with businesses and schools, and around 15% engage via national programmes such as STEM ambassadors or *Prospects*.

15. The scale of the challenge in reaching our young people is significant, and it is clear that careers advice and guidance sits within a wider school to work transition process that is less than effective. The CBI continues to oppose the Department for Education's decision to remove the statutory duty on schools to provide work related learning. The impact of the proposed changes could result in a significant decline in work experience provision for 14–16 year olds. This is a major concern given that work experience is a primary opportunity for young people to make the links between what is learnt and school and the competencies needed for work. There are currently two million children in Britain growing-up in workless households who are at risk into spiralling into unemployment because they lack an understanding of what it means to 'go to work' and the skills that are required. Bridging this knowledge gap can help break the cycle of generational worklessness.

16. In order to best assist young people to make the transition from school to work, schools should be rewarded for supporting young people to pick up the competencies needed to succeed in the workplace. In England, school funding is based on a formula based primarily on academic achievement and as a result, schools largely focus their attention on preparing bright children for academic study. However, this model does not work for youngsters who need the competencies to succeed in the workforce, rather than continued academic study. In *Action for Jobs*, the CBI recommended an "employability school status" that recognises schools that engage with proven schemes or activities, that provide good quality work experience and careers advice.

17. All of this requires strengthening relationships to business. Employers are willing to take this step, for example over half of respondents to our survey who are already involved in delivering careers advice in schools (60%) are willing to play a greater role. However, there are various barriers in place to maximising this potential, including a lack of awareness from schools on the importance of links with business or on both sides how deep partnerships can go. For smaller employers in particular, an absence of a clear framework for involvement is a major barrier. Not least of all, there is currently no clear mechanism for coordinating links between businesses and schools, although some schemes like BITCs *Business Class* programme are clearly effective and should be supported in their growth (See exhibit 2)²⁵⁵.

18. As the best schemes demonstrate, tackling these problems requires locally-led solutions. The CBI *Action for Jobs* report recommended that, government and business should work together to identify, in each local area, someone from the business community who will take responsibility for organising and encouraging business-school links, for example for work experience or careers advice and guidance. This must be locally-led, but could be delivered through a programme like *Business Class*. The CBI is now working with the Department of Business, Innovation and Skills and other partners to explore pilots for local ownership of the development of these business-school links designed to encourage local actors to reach out to the existing schemes that are available.

EXHIBIT 2

Business in the Community—Business Class

Business in the Community's Business Class programme provides a framework for collaboration between businesses and schools. The programme focuses on the school as a 'client' and supports businesses and schools work together to meet the self-identified needs of the latter.

For example, law firm Linklaters teamed up with the programme to combine education and work for the benefit of Hackney's school students. Linklaters wanted to help teachers gain experience of the world of business, closing the gap in understanding between the company and schools. An innovative approach saw them take on a deputy head from the borough. This gave the company a great insight into the local area, the schools and the challenges, while the teacher was able to pass back the lessons on the secondment experience to colleagues.

STEMNET—STEM Ambassadors

STEMNET runs a number of programmes designed to create opportunities to inspire young people about STEM. Their flagship programme, STEM Ambassadors, works with employers and other partners to send volunteers into schools to support the promotion of STEM subjects. By supporting teachers to draw upon real life examples from across business, the programme supports young people to make the connections between what is learnt in school and the world of work.

19. Another key way of harnessing business involvement to improve careers advice and guidance is to improve the position of teachers to offer advice. This is so important because teachers are often the first port of call for many young people seeking advice on course or subject choices. However, they may often have limited experience of the jobs market beyond the teaching profession, which necessarily places restrictions on the insight they are able to offer. In *Action for Jobs*, the CBI recommended that, setting up a network of business exchange schemes, as part of teachers' on-going professional development, could go a long way to

²⁵⁵ CBI, *Action for Jobs—how to get the UK working*, November 2011

improving teachers' understanding and knowledge of the world of work. We envision that the proposed network of business-school champions would support the local organisation of these exchange schemes.

In these tough economic times, resources must be focused on those in greatest need of support and guidance for the biggest impact

20. With around one million young people without work, education or training, they must be a priority for government. It is essential that all young people receive advice at key transition points in their education—at age 14, 16 and 18, to help them make the successful transition from school to work. The new duty on schools to provide advice and guidance should help to facilitate this and improve the timing of advice. High quality advice will not only support young people making university choices at age 18, or those deciding whether to pursue academic or vocational routes at age 16, but will also help challenge perceptions that can be built at an early age about the interest and value of maths and science subjects.

21. Of course, not all young people are still in school—almost one million 16–24 year olds are not in any form of education, employment or training (NEETs), with a high cost to the individual and wider society. NEETs must be high priority for receiving careers advice and guidance in order to help them make the successful transition to work and/or training. Potentially disengaged, these young people will need tailored support to help them back into work and training and face to face contact will be an important component of this. While NEETs remain the duty of the local authority, it is of some concern that some young people aged 17 or 18 and who have left compulsory education will fall through the gap if only those aged 19+ are offered face to face support through the National Careers Service (NCS).

October 2012

Written evidence submitted by National Children's Bureau

1. NCB supports both recommendations recently proposed by the Government:

(1) to extend

the duty on schools to secure careers guidance for pupils from Year 8 upwards

(2) to extend

the duty to secure careers guidance to young people aged 16–18 in schools, colleges and further education institutions.

2. However as outlined below, we have a number of concerns about the implementation of these duties; particularly in relation to independent careers guidance being 'bought in' by schools to replace universal careers services, which were previously provided by Connexions and school careers advisers.

3. The new duty to provide independent and impartial careers guidance could lead to variations in the quality of services being provided to young people, as no two schools will be offering identical levels of support. It will be up to each school to decide whether to purchase services from organisations delivering the National Careers Service or alternatively from other providers. We would recommend that schools are explicit to both young people and their parents about what pupils can expect to receive in terms of careers guidance eg number of meetings with an adviser, follow ups, online support etc. We have reservations that some schools will perceive they are fulfilling the duty by only providing access to a website or telephone support line.

4. We would appreciate further clarity on quality assurance and monitoring processes, including the qualifications and experience required for individuals to become career advisers in schools and the criteria that organisations will need to meet in order to deliver this service. We therefore recommend that all careers staff working in schools are fully qualified and highly experienced in working with young people and within the school environment, as they will be expected to provide guidance to young people with a range of abilities, experiences and interests. Moreover, as young people are now able to leave the formal school environment at age 14 to start vocational education at Studio Schools or University Technical Colleges, careers advisers must ensure that they are well informed about the full range of educational and training courses that young people can attend in their local area.

5. Careers education and guidance are not part of the new Ofsted Section 5 Inspection framework so it will be difficult to ascertain the quality and quantity of careers education and guidance for young people in schools. Therefore, how will schools be held to account regarding the quality and quantity of the provision they provide to students?

Young People with Learning Difficulties and Disabilities (LDD)

The views in this section are those of the Special Educational Consortium, of which NCB is a member.

6. Young people with LDD are often frustrated at the poor quality of information, advice and guidance they receive²⁵⁶ and are more likely than their peers to be dissatisfied by the amount of information they were given to plan for further education or work.²⁵⁷ Evidence also shows us that careers advisors can often have stereotyped ideas about what young people with LDD can or cannot do.²⁵⁸

7. Schools should make available careers guidance that accurately informs all young people with LDD about how they can access support in further education, employment or training. This guidance must be presented in a way that does not stereotype young people's abilities or has preconceived ideas of what their next steps should be. SEC would appreciate further clarification on what steps are being taken to monitor the quality of the advice schools are putting in place for young people with LDD and how schools will be held to account if it is not suitable.

8. For many young people with LDD, access to generic sources of advice will not be sufficient. SEC believes that many young people with LDD must be able meet with an advisor face-face if they are to make a successful transition. This advisor will need specialist training and must be given enough time to build up trust with the young person and their family. This advisor will also need to be involved in the drawing up of the Learning Difficulty Assessment. Whether this advisor should be provided by the school or the local authority needs further discussion.

9. In the SEN Code of Practice, Connexions Services have a formal role in transition planning for young people with LDD as they reach the end of compulsory education. SEC is concerned that there is a lack of clarity about who will fulfil this formal role where a local authority no longer provides a Connexions Service.

YOUNG PEOPLE NOT ATTENDING MAINSTREAM SCHOOLS

10. It is currently unclear how young people attending alternative provision, such as Pupil Referral Units, will be able to access careers guidance within the new system. We recommend that both new duties (Year 8 and post-16) are adhered to by non-mainstream educational and training settings, to ensure that all young people are supported to make educational and careers choices that best harness their skills, aptitudes and interests.

11. We recommend that Alternative Provision PRUs are responsible for commissioning careers guidance for young people attending their setting. AP PRUs will be quality assured locally and we therefore recommend that the quality of the careers service being provided to their students is included within measured outcomes.

12. We are concerned that young people not in education, employment or training will find it extremely difficult to access careers guidance, as it is anticipated that the National Careers Service for adults will only be available from age 19 upwards. We recommend that careers sessions in public places, such as libraries, are available for young people to access from age 16 onwards.

EVIDENCE: RESULTS OF AN NCB/BRITISH YOUTH COUNCIL CAREERS SURVEY

13. In 2009, NCB in conjunction with the British Youth Council surveyed 500 young people about available sources of careers advice and what influences their choice of career. Young people said that they were most influenced by parents (65%), teachers (58%), friends (60%) and websites (60%). Over 80% of respondents who had received formal careers advice found it to be 'a little bit' or 'not at all' helpful and over a quarter (27%) had not used careers services. Perceptions about the helpfulness of formal careers advice did not vary significantly according to where it was delivered, suggesting that the setting may be less important than the way in which the advice is formulated and delivered. The survey report proposed that future approaches to careers advice and guidance should:

- Include measures to broaden the knowledge and understanding of the job market among all those who have real influence on young people's decisions.
- Consider the development of more self-accessed web-based solutions for informing and guiding young people, including tools that can be used by young people and their parents together.

Exploit the role of private and public sector employers, including the provision of work-based learning.
October 2012

²⁵⁶ Martin, K., Hart, R., White, R. and Sharp, C. (2011). Young People with Special Educational Needs/Learning Difficulties and Disabilities: Research into Planning for Adult Life and Services (LG Group Research Report). NFER

²⁵⁷ National Foundation for Educational Research for Department for Education (2011). Barriers to participation in education and training, DfE

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Written evidence submitted by the Chartered Institute of Personnel and Development (CIPD)

BACKGROUND

1. The CIPD is the leading independent voice on workplace performance and skills. Our primary purpose is to improve the standard of people management and development across the economy and help our individual members do a better job for themselves and their organisations.

2. Public policy at the CIPD exists to inform and shape debate, government policy and legislation in order to enable higher performance at work and better pathways into work, especially for young people. Our views are informed by evidence from 135,000 members responsible for the recruitment, management and development of a large proportion of the UK workforce.

3. Our membership base is wide, with 60% of our members working in private sector services and manufacturing, 33% working in the public sector and 7% in the not-for-profit sector. In addition, 76% of the FTSE 100 companies have CIPD members at director level. We draw on our extensive research and the expertise and experience of our members on the front-line to highlight and promote new and best practice and produce practical guidance for the benefit of employers, employees and policy makers.

GENERAL COMMENTS

4. The CIPD has a solid base of work providing advice and guidance to employers on how to invest in and engage with young people. **We encourage our members to offer a variety of routes into their organisations** (eg via apprenticeships or internships) **and to give young people an early, high-quality experience of and insight into the working world** (eg via work experience placements and involvement with schools). We are also working on making the business case for investing in young people to our members and employers more widely (published later in September).

5. In line with our charitable purpose, **we also provide tailored one-to-one mentoring for young jobseekers** by HR professionals through our CIPD Mentoring Initiative (Steps Ahead Mentoring). Furthermore, we have recently launched our *Learning to Work* campaign, which aims to achieve **a step-change in the level of employer investment in young people**, so that employers help prepare young people for the world of work and make their organisations, and the labour market more “youth friendly” by providing more and better access and progression routes. This also includes encouraging a greater employer involvement in education, such as career advice and guidance intervention in schools.

6. To feed into this inquiry we asked our mentors, HR professionals, about their views on career guidance, reflecting on the young people they’ve mentored. We have also asked some of the young people, the mentees about the career guidance they have received at school and college. We will highlight some of the evidence collected below.

We will now turn to the specific discussion areas outlined in the terms of reference.

THE PURPOSE, NATURE AND QUALITY OF CAREER GUIDANCE PROVIDED BY SCHOOLS AND COLLEGE

7. Today, young people’s transitions from education into employment take longer and are more difficult. This is due to a number of developments in the labour market, the education system and employer behaviour (see CIPD discussion paper on *Engaging Employers in Tackling Youth Unemployment*).

8. Generally, **young people are among the most disadvantaged groups in the labour market** because they lack the experience of the workplace and the job-specific skills that employers ask for. But the labour market and the education system have also become more complex, which is why good careers advice and guidance is increasingly important:

- Over the last generation there have been unprecedented changes in the labour market, with traditional jobs and industries disappearing and being replaced by a more varied landscape in an increasingly global economy.
- With the increased cost of higher education, the financial penalties for making the wrong career decisions are higher than ever before.
- **This problem is exacerbated by lack of careers information in schools**, particularly in more disadvantaged schools which also may not have access to parental and alumni networks. Such advice is particularly crucial to the 1.9 million young people who live in workless homes.

9. The CIPD believes that **career guidance has a vital role to play in helping young people to get in and on in the labour market**. Good career guidance needs to:

- help young people to form a realistic view of the possibilities and job opportunities available,
- foster an understanding of how the labour market works,
- give information about different pathways, including alternatives to university education.

10. Making the wrong choice of career can be hard to remedy later, in particular if young people do not choose to study the right subjects for their career choices (eg maths and science). To deliver good career guidance, schools and colleges need to:

- cater for *all* their pupils,
- have good links with the world of work,
- show pupils how success at school is linked to success in employment.

11. To do this, **schools and colleges need to have properly qualified staff that can deliver tailored, up-to-date guidance.** Schools also need to secure a place for Career Education on the curriculum and need resources to be able to manage relationships with employers and other stakeholders involved in the labour market.

12. Unfortunately, current policy in this area in England is going in the opposite direction. **Career Education has not developed in response to the increasing complexities of the labour market and the increasing demands placed on young people. On the contrary, the changes that will come into effect in September 2012 are likely to further erode the provision of quality career guidance.** The removal of the statutory requirement for local authorities to provide career guidance and the lack of additional funding given to schools reverses the progress that has been made in this area and is a cause for concern.

13. This is particularly alarming if we compare this with provision in other European countries, which invest significantly more in quality career guidance than England. These countries also have much lower youth unemployment rates and better transition pathways.

14. In Austria, for example, school counsellors and career guidance officers are available from the fifth school year onwards, to schoolchildren and parents who have questions about the school and career. They provide:

- information about possible education paths and access requirements, as well as qualifications.
- provide a basic overview to young people about further education and career options.
- guidance conducted by teachers with relevant qualifications who provide their counselling services in addition to their teaching activity.
- compulsory career guidance totaling 32 hours a year in the seventh and eighth school years (the final years of lower secondary).

15. However, the CIPD also believes that **employers have an important role to play in helping delivering Information, Advice and Guidance (IAG)** on the world of work generally, and their sector/industry more specifically. Indeed, employer contact at school is very important. Evidence shows that **the more contact young people have with employers, the better their chances of finding themselves in employment** (see Education and Employers Taskforce): it helps young people to find out more about the working world, can give insight into what careers and jobs are available and what they need to do to get there.

16. Crucially, young people tend to listen more to employers than to teachers or parents so employer interventions, such as careers talks, work tasters and IAG, can be very powerful.

17. Employers themselves also think they have a role to play in delivering better IAG: **more than one in three surveyed by the CIPD said there should be a better collaboration between education and employers.** When asked what they could do help young and people, nearly two-thirds (61%) stated that they could offer career insights talks in schools, while two-thirds expressed willingness to be more involved in the education system.

18. To help young people to navigate the labour market the CIPD runs a mentoring programme, *Steps Ahead Mentoring*. We work with Jobcentre Plus (JCP) on a pro-bono basis to match our HR professional members in voluntary, tailored one-to-one mentoring relationships with young jobseekers. This has been piloted successfully and we are now rolling this out nationally.

19. A large part of the role of the mentors is to provide careers advice and guidance to their mentees. Evidence collected from the programme is compelling: it shows the gaps in the current careers guidance provision and how **targeted advice and guidance can significantly improve a young person's employability**, bringing them closer to the labour market.

20. We have asked our mentors how well they thought their mentees were prepared for the labour market, in terms of awareness of jobs/sectors and career pathways. The key issues they highlighted to us included:

- A concern about the **limited access to careers guidance** most young people have at school.
- A **lack of knowledge about sectors/industries and jobs**, even amongst graduates. Mentors were alarmed that this led to young people ruling out entire sectors as potential employers.
- A low level of knowledge about work and low self-motivation, exacerbated by the fact that most young people didn't know how recruitment works.
- A lack of knowledge and understanding about how competitive recruitment is and how important it is to present themselves (both on CV and in person) in a way that sets them apart from the competition.
- A lack of knowledge about graduate and apprenticeships websites.
- Most young people struggled to work out their transferable skills and qualities and how to present them on their CVs.

- Young people’s knowledge of the labour market was generally limited to and influenced by their family and friends.

21. We also asked young people themselves what they thought about the career guidance they receive at school. Most said the **advice was limited to some general information about careers**, rather than tailored advice, and that they received no information on alternatives to university education.

22. The CIPD believes that **to improve the labour market access of young people and the matching of skills supply and demand, it is vital to improve Vocational Education and Training routes (VET)**, promote parity of esteem between academic and vocational routes and provide real alternatives to university education.

23. **The CIPD recommends that employers increase or improve their current apprenticeships offer.** Many employers say that they want to provide more alternatives to university education, according to our *Learning to Work* research. However, there is some evidence that **IAG at schools does not promote these alternative pathways**, with some employers struggling to fill their apprenticeship programmes, according to our research on *Engaging employers with offering high-quality apprenticeships* research.

24. Both mentors and mentees felt very strongly that the provision and quality of advice about alternatives to university education needs to be addressed. They highlighted the following issues:

- For most young people, **choices are limited to “work” or “university”** and most are encouraged to go to university even if this does not correspond to their skills sets/preferences.
- Some young people had received information on alternatives but **no clear direction on how to approach these**—for example, as mentioned, many had never heard of apprenticeships websites.

25. In terms of what more can be done in terms of improving careers advice and guidance available at school and college, the majority of mentors suggested **closer links with local industry and employers**, more work experience placements, better advice when choosing GCSE options, coaching for CV-writing, and better identification or and communication around transferable skills. Other suggestions included:

- More **encouragement for pupils to take on internships, voluntary activities and Saturday jobs**, to gain work experience and insight into working life
- Encouraging **broader thinking** in terms of career and company choices
- Schools to think about **Careers Education** and qualifications in a completely different way, with career guidance in Year 9 which would determine whether students were “academic” or “vocational” and offer appropriate qualifications
- Offer students work placements, once a week or fortnight, so they can see how businesses work from a younger age
- Careers fairs with local businesses offering up their time to talk to students about work
- Weekly **“guidance” lessons** in the final year of school, including interaction with different stakeholders such as employers, trade unions and professional associations
- Advice and guidance on job-search skills and techniques
- Education and guidance about self-employment
- **Destination monitoring**: secondary schools should be measured on their outcomes in terms of pupils moving into Further Education/universities, work or unemployment in the same way as colleges of FE and Universities.

26. In terms of what mentees require and what can be improved in terms of provision of this in schools, we recommend:

- A more thorough step-by-step guide as to **what certain career paths will need**
- A database for careers advisers and pupils to research career paths
- **More information about alternatives to university**, such as apprenticeships.
- Weekly lessons during year 11 to help set up and prepare school leavers for finding work.

THE LINK BETWEEN CAREERS GUIDANCE AND THE CHOICES YOUNG PEOPLE MAKE ON LEAVING SCHOOL

27. The CIPD believes that **high youth unemployment creates a need for good careers education and IAG**. Evidence suggest that it helps to improve school to work transitions by raising aspirations, encouraging academic achievements and providing pupils with information on pathways available (see Education and Employers Taskforce).

28. There is a lack of knowledge about certain sectors and occupations amongst young people. This means that not enough young people study the subjects that would make them attractive to employers (such as STEM subjects), many struggle to navigate the jobs market and **there is some mismatch between available jobs and young people’s skills**.

29. Employers we have spoken to all think careers advice at school and college is crucial. A third of the employers we surveyed in our *Labour Market Outlook* (Winter 2011–12) said that **a better understanding about sectors/occupations would improve young people’s employability**. In our recent *Learning to Work*

survey we asked employers if they thought the young people they had recruited over the past year had inadequate career guidance and over half (53%) agreed. Furthermore, **63% said that the young people they had recruited lacked insight into the working world.**

30. The CIPD therefore believes that **raising awareness and understanding of the world of work should be built into the delivery of education as a coherent and integral part of learning.** This would help young people to make informed choices about their future.

31. We encourage employers, via our *Learning to Work* campaign, to invest in young people to grow their own workforce, taking a more strategic approach to workforce planning and engaging and investing in young people. A closer collaboration between employers and schools should be at the heart of this. The CIPD encourages its members to engage and work with schools through a number of initiatives (career talks, visits, work experience).

AT WHAT AGE SHOULD CAREER GUIDANCE BE PROVIDED?

32. It is important that advice and guidance takes place before the young person enters the labour market. **Research shows that career indecision or lack of realism at the age of 16 often leads to NEET status later in life and lower earnings.** In addition, there is often little advice for young jobseekers once they've left education as the current welfare system is not well equipped to provide young people with more in-depth career advice and guidance. Many employers that work with schools do so from a very early age.

33. Furthermore, evidence from our *Steps Ahead* mentoring pilot shows that a Jobcentre Plus adviser has, on average, 5–7 minutes to provide support to a young jobseeker, which is not enough time to provide adequate career advice and insight into how to navigate the labour market. Indeed, young jobseekers' needs are very different from those of the more experienced unemployed but these are currently not being met by the post-education support systems.

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October 2012

Written evidence submitted by Pearson Think Tank and the International Centre for Guidance Studies

JOINT CONSULTATION RESPONSE—FINDINGS FROM THE “CAREERS 2020” PROJECT SO FAR

Careers work in English schools is encountering significant turbulence currently. The government has established a statutory duty on schools to secure provision, placing commissioning of careers work in the hands of schools rather than local authorities or central government. However the duty is framed very loosely, comes with no funding and offers no clear model of provision. The previous funding for face-to-face guidance from qualified careers advisers has been removed, as has the duty for schools to provide careers education. Our

initial polling in Spring revealed widespread concerns about careers services amongst educators. Nearly two-thirds of educators (63%, 466) worry “sometimes” or “a lot” about the careers services available to school-aged children. Only a tiny minority (6%, 42) were not worried at all. So what should schools’ careers offers look like in future? How can schools ensure the quality of the career development support that is so vital for young people, and particularly so for those who cannot rely on their existing networks for advice and opportunities?

Careers is a vital policy area which needs ongoing attention and investment. The current context of high unemployment, austerity and recession is a perfect storm for young people—one which anything less than consistently high-quality careers work in schools could exacerbate. We have three key recommendations arising from the work so far:

1. **Curriculum-led approaches**, in which careers activities are championed by school senior management teams (SMTs) and linked to the curriculum, are the most effective. Careers work should be a holistic programme of learning interventions, rather than ad-hoc activities, a basic matching process or a support service to non-academic learners. This is imperative if standards of careers work are to be maintained or improved, given the less directive approach to provision, and if a potentially detrimental impact on social mobility is to be avoided.

2. DfE, with partners such as Ofsted, have a duty to clearly **monitor and report** on what is happening to careers work in schools throughout this period of change. What is actually happening on the ground? Where are the holes in provision? Is quality being maintained? In particular, the impact on disadvantaged and vulnerable learners should be reported.

3. **Schools must be supported** to deliver effective and high-quality careers work in this new context. The depletion of the middle tier between schools and government (notably local authorities and Connexions) risks leaving some schools isolated, with potentially weak infrastructures for professional development and practice improvement.

The Careers 2020 project seeks to address the key questions in this area by scoping out how young people can best be supported to plan for, and progress into, their futures. The first stage of the project is a partnership between the Pearson Think Tank and the International Centre for Guidance Studies at the University of Derby, featuring an evidence-based historical review of careers work in English schools, intended for policy-makers and school decision-makers to draw upon in order to inform their choices about careers provision. The review draws together the research evidence on the constituents of high-quality careers provision, and distils these findings to make recommendations for best practice. It is available from 28 September as a free download [<http://thepearsonthinktank.com/research/careers-2020/>], and is accompanied by an executive summary for senior school staff. The next phase of the research will establish how schools are already responding and how they plan to respond in the future, utilising this online survey [<http://www.pearsonpanel.co.uk/uc/admin/1958/>]. Please note that the Pearson Think Tank is an independent, evidence-driven voice on careers, with no stake in a particular outcome.

We trust that this information is of use to your inquiry. If you have any questions about the project or require further information, please do not hesitate to get in touch with us.

Yours faithfully

The Pearson Think Tank and the International Centre for Guidance Studies

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The Pearson Think Tank

The Pearson Think Tank is an independent education think tank focused on the provision of, and access to, high-quality education for all. This includes practical research on best practice and education improvement, and on inequalities in educational access and outcomes; as well as consideration of philosophical questions around the nature of quality in education and the principles of social justice. Our thought-leadership draws on robust research to address pressing education policy issues and provide innovative, evidence-based advice to support policy-makers and practitioners.

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The International Centre for Guidance Studies

The International Centre for Guidance Studies (iCeGS) is a specialist research centre with an interest in career and career development. It undertakes diverse activities, including the evaluation of learning or guidance programmes, comprehensive literature reviews, impact assessments and strategic projects that inform the development of national services. Much of iCeGS’ work is applied research to support the delivery and improvement of services. iCeGS also undertakes blue-skies research that examines the theoretical and conceptual basis of career and career development.

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Written evidence submitted by Bradford and Keighley Youth Parliament.

Current experiences of careers advice—what came across was that this currently varies according to school. More information on this would be useful to include, as well as some further information on what works, what doesn't, what has been useful in the past, and where careers guidance has fallen short

1. Future provision—new education laws provide schools with a responsibility to provide impartial careers advice—What should this look like? How can schools, employers and students work together? What do you want from any new system of careers guidance? What issues would need to be addressed from a student's perspective?

The following memorandum, documents the young people's response.

Question 1. Current experiences of careers advice—what came across was that this currently varies according to school. More information on this would be useful to include, as well as some further information on what works, what doesn't, what has been useful in the past, and where careers guidance has fallen short

(a) The group agree that the level of careers guidance received for school is inconsistent, varying from school to school, with no particular school performing great. One young person in the group didn't receive any careers guidance beyond "Joining the schools 6th form". This young person felt his choices were limited and such had to "make the best out of a bad situation" when it came to deciding what subjects to choose from what was on offer from his school's 6th form. Inevitably once he had completed the 2 years at 6th he knew that neither of these subjects was what we wanted to pursue as a career choice. Eventually the young person then heard about apprenticeships through a friend and now is looking for them in his final term of his electronics course at College. The young person feels at a disadvantage as he is finding that firms taking on apprentices are only interested in school leavers as that's where the cash incentives for businesses are. He, like other young people his age, has been told this directly many times. This young person is 19 years old and says that if he had been advised of apprenticeships when he was making his post 16 choices then he would have gone for an apprenticeship in electronics rather than deciding from subjects that his school offered at 6th form to find what best fit him.

(b) Two young people went to the same school and had a better experience of careers advice. Their school had a designated careers advisor. One young person is in 6th form and wants to be a pilot. The careers advisor gave them the details for the Aviation Academy and they sat the exam. It was useful for the young person to be put in touch with the AA as he was able to speak to them about what qualifications were necessary and desirable. The other young person is in year 11 and hasn't had much experience with the careers advisor. This maybe down to the fact that the young person is still unsure of what career route that they want but at the same time the young person feels as though the careers advisor should be on hand to offer them guidance and options. Both young people, whilst they acknowledged that the careers advisor was at school, agreed that the service wasn't good

(c) One young person is eastern European and has enrolled in university. He hasn't had a lot of experience with careers guidance and says that it is difficult for young people of eastern European descent to access careers guidance, but barriers to access vary from attitudes from eastern European people to language barriers.

Question 2. Future provision—new education laws provide schools with a responsibility to provide impartial careers advice—What should this look like? How can schools, employers and students work together? What do you want from any new system of careers guidance? What issues would need to be addressed from a student's perspective?

(a) If businesses came into schools and ran mock interviews with pupils from year 10 onwards then this would be highly beneficial as not all schools offer mock interviews anyway and those that do, do it in house. If the businesses ran the mock interviews themselves then it would be a great opportunity for pupils to get real life experience of interviews and the business would be able to instil the skills they need for their business.

November 2012

written evidence submitted by FutureYou

1. FutureYou (www.thefutureyou.org.uk) harnesses the power of innovative digital technology to support young people in overcoming the barriers they face to accessing and succeeding in education, employment and training. The FutureYou programme provides young people with support from peer and adult mentors, information, advice and guidance (IAG) from accredited advisors and deep-level therapeutic intervention from professional counsellors.

2. The service is instantly accessible and available in real time through thefutureyou.org.uk, which uses live chat and private messaging functionality to provide continuous immediate support to young people whenever they need it most, wherever they are. Central to FutureYou is the delivery of intensive training to young people, with the aim of helping them to address their personal barriers to education, employment and training. This is

done by providing them with the skills and knowledge to become a FutureYou Mentor and support their peers who are facing similar issues.

3. We know that the internet and online technology are becoming increasingly integral to the lives of children and young people. A recent report by YouthNet found that over half of the young people surveyed spent more than four hours a day online, and that 56% felt happier to speak to others online about the issues they are facing, as opposed to accessing support face-to-face.²⁵⁹ FutureYou capitalises on the power of digital technology and the influence of social networks and peer support to deliver cost-effective, proven intervention to young people who might otherwise face a lifetime of poverty and health inequalities.

4. FutureYou uses a unique combination of engaging and interactive offline training and careers advice coupled with sustained online support to deliver outcomes to young people aged 14–25 who are, or are at risk of becoming, NEET (Not in Education, Employment or Training). We work closely and effectively with project partners to provide young people with the opportunity to take part in FutureYou training and embed the “wrap-around” support provided by the online service.

5. Our online model is based on safe social networking technology, providing young people with access to an online community of support, through access to peer mentoring, adult mentoring, careers advice and counsellors. Using group and private chat, group sessions, private messaging and forums young people can reach mentoring, advice and counselling instantaneously and in a format that this age group is engaged with and motivated to use. We have found this model particularly successful in helping young people overcome the barriers they encounter with respect to accessing education, employment or training.

GENERAL COMMENTS

6. FutureYou welcomes the opportunity to respond to the Education Select Committee Consultation on Careers Guidance for Young People. Although FutureYou welcomes the new statutory duty on schools to secure access to independent and impartial careers guidance for their pupils in years 9 to 11 from September 2012 we are concerned that many schools lack the capacity and knowledge to provide robust, up-to-date careers advice, which means that many young people will be receiving patchy, poor quality advice and guidance which can affect their future prospects. This view is evidenced by the recent Association of Colleges (AoC) research which found that more than 80% of school teachers say that they have insufficient knowledge to provide careers advice.²⁶⁰

7. Our response is based on knowledge, expertise and evidence gathered through working directly with young people, providing a wide range of personalised careers advice and guidance in educational and community settings.

SPECIFIC COMMENTS

The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies, and how well-prepared schools are to fulfil their new duty

FutureYou conducted a retrospective online survey assessment of 1,166 young people aged 14 to 25 working with FY. The results indicate that young people rate the support they received highly. Nearly two thirds (61.0%) agreed with the statement “FutureYou has offered better information, advice and guidance than I got at school”, half (49.9%) said “FutureYou has offered better information, advice and guidance than I got at college or university”, and nearly two-thirds (60.6%) said “FutureYou has offered better information, advice and guidance than I got at the Job Centre”. Added to this, where relevant, 46.4% said they got better careers advice or guidance from FutureYou than on the Work Programme, half (54.2%) said it was better than Connexions and over half (58.0%) said that the advice and guidance provided by FutureYou was better than that of other websites.

8. There is a great deal of evidence for the view that the existing careers advice and guidance offer is not suitable for the needs of young people. Careers guidance is often generic and not tailored to the individual needs of the young person. Both young people and stakeholders in their futures, such as employers, have identified areas where improvement could significantly increase young people’s chances in the labour market, one of which is better careers advice and guidance (see also paragraph 5 outlined above). Concerns centre overwhelmingly on young people’s employability and work-readiness, and they are shared equally by prospective employers and young people themselves. In a study by the UK Commission for Employment and Skills,²⁶¹ only two-thirds (66%) of employers were satisfied with the work-preparedness of school leavers, 74% for college leavers and still only 84% for university graduates. According to a 2010 survey by the

²⁵⁹ YouthNet (2011) *How young people look for information online*

²⁶⁰ Association of Colleges (2012)—http://www.cypnow.co.uk/cyp/news/1075290/two-teachers-lack-knowledge-provide-careers-advice?utm_content=&utm_campaign=131112_EarlyYears&utm_source=Children%20%26%20Young%20People%20Now&utm_medium=adestra_email&utm_term=http%3A%2F%2Fwww.cypnow.co.uk%2Fnews%2F1075290%2Ftwo-teachers-lack-knowledge-provide-careers-advice

²⁶¹ Interview with Moira McKerracher, Assistant Director of Strategy and Performance, UK Commission for Employment and Skills, 22.06.2010, quoted in *The Way to Work*, Young Foundation, 2011

Confederation for British Industry,²⁶² 57% of employers were unsatisfied with young employees' management of their personal responsibilities in areas such as timekeeping, while concerns about their teamwork skills, problem-solving abilities and attitudes to work were each cited by over a third. These concerns are mirrored by young people themselves: research conducted by the Young Foundation with 13—19-year-olds found that only just over half (51%) believed that their school experience had prepared, or was preparing, them adequately for working life.

9. In summary, the purpose and nature of careers guidance should focus on personalization of Information, Advice and Guidance (IAG) and the availability of access to online socially mediated support.

THE EXTENT OF FACE-TO-FACE GUIDANCE OFFERED TO YOUNG PEOPLE

10. FutureYou complements the face-to-face guidance that is offered but we are concerned that young people are not receiving the quality of support that they need if schools lack the knowledge or capacity that they need to support young people. With the closure of services like Connexions, young people have fewer opportunities to access careers advice but this can be addressed with safe, online provision.

11. There are some limitations with face-to-face guidance. One of these is the fact that it is only available during school hours, which means that young people are unable to access this advice and support in a more flexible way. Online support that is provided by FutureYou complements what is already being provided and ensures that young people can access support and advice outside school hours, at weekends and during the school holidays. In other words, it is not limited by boundaries of time or location; it allows a young person to access support or IAG in the middle of the night if they so choose and from anywhere in the UK.

FutureYou is based on a combination of both online and offline training and support. Our offline model is a tailored and bespoke model for young people. Through intensive workshops, one or two days depending on the needs and availability of the group, we help young people to develop critical soft skills such as communication, confidence, emotional resilience, planning and personal responsibility. These skills have been widely identified to be as important as literacy and numeracy in succeeding in the adult world. Through these workshops we also help young people to develop the skills and knowledge required to become a peer mentor, enabling them to become positive role models and take part in meaningful volunteering by actively mentoring their peers who are facing similar issues.

AT WHAT AGE CAREERS GUIDANCE SHOULD BE PROVIDED TO YOUNG PEOPLE

12. FutureYou provides services to young people aged 14 to 25 as well as those who are, or are at risk of becoming, NEET (Not in Education, Employment or Training). FutureYou believes that young people should be receiving quality advice and guidance at 14 so they can be supported to make informed choices and decisions that will help them in their transition to further education, training or employment. That said, careers advice should not be limited to young people of this age: we believe that people should be able to access it at any time (eg adults returning to education or those who are NEET long-term).

THE ROLE OF LOCAL AUTHORITIES IN CAREERS GUIDANCE FOR YOUNG PEOPLE

13. At FutureYou we believe that local authorities have a role in supporting schools to work in partnership with the voluntary sector to support young people with careers advice and guidance. By using the skills, expertise and knowledge of the education and voluntary sector there can be a greater impact in terms of the quality and breadth of advice, support and intervention that young people can receive at such a crucial stage in their lives.

The effectiveness of targeted guidance and support offered to specific groups, such as Looked After Children, children eligible for Free School Meals, teenage parents, young offenders, those with special educational needs or disabilities and those at risk of becoming NEET

14. Targeting specific groups of young people who have varying and complicated needs can, at times (when support and advice is not always consistent and relevant), be difficult. Where there is a need for specialist support this is not always accessible or available. Offering wrap-around support to young people, which includes counselling (it is widely agreed across many children's services that vulnerable children are more likely to experience mental health issues such as depression and feelings of low self-worth), provides a more holistic approach to careers guidance which is needed for this group of young people—and indeed for all young people—to support them with their future options.

15. As it stands, FutureYou is providing targeted support services to a wide range of often socially excluded, marginalised and vulnerable groups. Out of the total of 7,961 young people who have used FutureYou since its launch in late 2010, 5.11% reported a disability, 5.22% are or were young carers (looking after a family member with a disability or long-term illness) and 4.22% were either in, or leavers of, foster or residential care (Looked After by the Local Authority) and 3.45% were learning to speak English as a Second Language (a

²⁶² CBI (2010) Ready to grow: Business priorities for education and skills', Education and Skills Survey 2010, London: CBI, quoted in *The Way to Work*, ibid.

proxy measure of migrant status). Interim results are showing that the impact of the programmes on these groups is aligned to that of the wider service population.

THE LINK BETWEEN CAREERS GUIDANCE AND THE CHOICES YOUNG PEOPLE MAKE ON LEAVING SCHOOL

16. We strongly believe that there is a link between good quality and informed careers guidance and the choices that young people make upon leaving school as our data below suggest. There is a growing debate about how schools should be responsible for ensuring that young people have the right skills and knowledge when entering the world of work and we believe that quality careers advice should help to prepare young people for employment as well.

17. The impact of FutureYou is significant. Among those who were in education, employment or training when they first started working with FutureYou, an overwhelming 86.9% remained in some form of education. The figures from those who remained in education, employment or training overall can be broken down into the following: 35.9% in a job, 51.8% in education and 7.9% in training.

18. It is notable that FutureYou has had an impact on education, employment or training status. This is evident in the subjective perceptions of young people working with FutureYou. A quarter (26.9%) of those who moved from being NEET into work agreed with the statement, "Without FutureYou, I wouldn't currently be in a job". Equally, over a third (34.8%) of those who moved from being NEET into education said that without their involvement in FutureYou they would not currently be in education, and nearly a third (30.8%) of those who moved into training said the same regarding their access to training courses.

19. Added to this, two-thirds had an increased understanding of their options (67.5%), felt more optimistic (65.5%) or more confident (63.2%) about finding training, a job or a course after working with FutureYou (irrespective of education, employment or training status).

20. Overall, 61.7% felt better about themselves overall after working with FutureYou, 59.1% said that it helped them to aim higher and reach their full potential and 56.6% felt that the programme had increased their chances of moving into EET. Finally, 56.0% agreed with the statement that FutureYou keeps them job-ready, indicating that participation in the programme enhances employability for young people.

21. Finally, FutureYou is proven to have a measurable positive impact on aspirations and on attitudes and perceptions regarding work, education and training. With respect to our structured workshop/training evaluation delivered to 14-to-16-year-olds within school-based educational settings, we have found that the programme both improves attitudes and perceptions regarding school and enhances aspirations.

THE OVERALL COHERENCE OF THE CAREERS GUIDANCE OFFERED TO YOUNG PEOPLE

22. A recent article and associated report on changes to careers IAG for young people and the effects that they are likely to have. The report emphasises the importance of face-to-face provision, especially for the most disadvantaged, but also recognises the value of user-friendly online resources,²⁶³ rather than the type of dry, inaccessible or confusing material that fails to engage young people online.

23. FutureYou is an innovative adaptation of the careers advice and guidance model. It is a safe social networking platform which delivers information, advice and guidance (IAG) to 14–25-year-olds who want to restart their education or employment, keep on track to stay in education or training, or improve their prospects of getting back into work or learning. Both mentors and professional IAG advisors underpin the service and BACP-qualified counsellors are on hand to provide more structured support and therapeutic intervention for the young people who need it most. Put simply, the programme revolutionises the way in which careers advice is delivered to young people.

November 2012

Further written evidence submitted by Bradford Metropolitan Council

In response to your question earlier this week about how much Bradford LA is putting into our Connexions service alongside the school contribution, we can supply the following information:

In 2012–13 the total amount spent on Connexions is c£2.3 million. This is made up of £290K contributed by schools and FE colleges and a further £2.01 million from the local authority. The latter amount includes £500K to provide a high needs intensive support service as part of the youth service. The total service, although delivered by Prospects and the local authority youth service, operates as a cohesive whole—Connexions Bradford. This approach has ensured that we are able to both target our resource at those most in need whilst retaining a consistently good level of universal provision for all participating schools and FE colleges.

We have successfully managed recent reductions in the funding available to provide IAG services but have now reached a point where any further reduction would undoubtedly result in a damaging reduction to either

²⁶³ The Work Foundation, September 2012. Cited at http://www.theworkfoundation.com/DownloadPublication/Report/320_UPDATEDFinal%20proof%20of%20CECG.pdf

our targeted or universal service. Another risk is that our model depends on continuing contributions made by schools and FE colleges. Should their budgets not enable this, or careers guidance ceases to be a government priority, the provision available for the young people of Bradford would diminish. In a world of increasing complexity with a rapidly changing labour market this would be very likely to stifle some young people's ability to fulfil their potential.

December 2012

Further written evidence submitted by Ofsted

When considering leadership and management in a school, inspectors take account of a wide range of evidence; this includes evaluating the extent to which “pupils have gained a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training”. In order to be judged at least good, the *School inspection handbook* is clear a school should ensure pupils are well prepared for the next stage in their education, training or employment.

However, there are no “sub-judgements” and no separate grade for careers education and guidance. This is because following the Education Act 2011, changes to the inspection framework since January and September 2012 have led to a focus on the four key judgements (pupils’ achievement; the quality of teaching; pupils’ behaviour and safety and, the leadership in and management of the school).

Ofsted does not inspect against statutory compliance other than for some safeguarding matters. In addition, schools which were judged outstanding overall at their last inspection are now exempt from routine inspection unless risk assessment identifies a concern. Many schools judged good have up to five years between inspections, unless risk assessment based mainly on the schools’ performance data suggests that an inspection may be warranted.

December 2012

Further written evidence submitted by NASUWT

11. Career guidance has a crucial role in challenging traditional stereotyping and occupational segregation which is of critical importance, particularly in the context of social mobility. It is essential that all education provision challenges stereotypes and encourages students to consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socioeconomic background. However, it is not only students who need to consider these issues. Those providing advice must have such issues at the forefront of their thinking.