

An All-Age Strategy for Career Guidance Services in England

**A paper for policy-makers in England
Board of Directors, Careers England
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Table of Contents

Introduction	Page 3
All-Age Service: Pros	Page 3
All-Age Service: Cons	Page 6
An All-Age Strategy	Page 7
Conclusion	Page 11

Introduction

1. Careers England firmly advocates the urgent need for an all-age strategy for career guidance services in England¹.

2. This paper seeks to begin the essential next steps in agreeing the prerequisites which must be put in place for such a strategy. It also addresses the issue of whether career guidance services should be structured on an all-age or an age-specific basis, which has been a matter of some contention within the UK. In doing so, it opens up the debate which must now take place in England on the pros and cons of a strategy involving an all-age service.

3. In the United Kingdom, the current position is that Scotland and Wales have well-established all-age services, and Northern Ireland is moving to do so; whereas in England, different policies and different structures have been adopted for young people and for adults.² In addition to Scotland, Wales and Northern Ireland, the main other country which has an all-age career guidance service is New Zealand. Further examples mentioned in the OECD Career Guidance Policy Review³ are the Federal Employment Service in Germany and ADEM-OP in Luxembourg, but these are both public employment services with a wider range of functions.

4. To stimulate the urgently-required public debate in England on the options for an all-age strategy, which should include an objective assessment of an all-age service as one option, this paper directly addresses and discusses the main arguments for and against all-age services. It also explores the alternative of adopting an all-age strategy without necessarily integrating services on an all-age basis, and the various forms such a strategy might take. It concludes by arguing the case for a serious policy review of all of these options, and the ways in which this might be approached within the current policy context.

An All-Age Service: Pros

5. In principle, there are four main arguments for all-age services. The first is cost-effectiveness. This was the main argument put in their favour in the OECD Career Guidance Policy Review⁴:

'... all-age services ... have a number of organisational and resource-use advantages. In particular they allow a diverse range of services to be provided throughout the lifespan within the one organisational framework. Potentially this allows them to be more cost-effective, avoiding unnecessary duplication of resources.'

OECD cited Careers Wales as illustrating many of these advantages.

6. The second argument is coherence and continuity of provision. An all-age service would enable young people to be familiarised at school with services which they could use subsequently. This is, for example, one of the rationales for the standard practice in Germany of school classes being taken to visit the community-based centres run by the Federal Employment Service, as well as receiving their services at school.⁵ An all-age service would mean that all young people before leaving school would know not only where these services are located, but also what they offer, based upon direct

¹ The case for an all-age strategy is the central theme of a personal paper by Chris Humphries CBE, Chairman of the Careers England Board of Directors. Humphries, C. (2007). *The Economic and Social Health of the Nation: the Leitch Report and the Distinctive Contribution of Specialist Career Guidance Providers*. London: Careers England.

² See Watts, A.G. (2006). Devolution and diversification: career guidance in the home countries. *British Journal of Guidance and Counselling*, 34(1), 1-12.

³ Organisation for Economic Co-operation and Development (2004). *Career Guidance and Public Policy: Bridging the Gap*, p.144. Paris: OECD.

⁴ *Ibid*, p.144.

⁵ *Ibid*, p.42.

personal experience of using the services. With learning becoming increasingly personalised and flexible in terms of age and stage of access, more learners will increasingly look for continuity of careers support, and continuity of client information would lead to increased efficiency and quality of service. Additionally, the coherence and continuity provided by an all-age service (as with the argument for the merger of Ofsted and the Adult Learning Inspectorate⁶) would make more logical sense to many opportunity providers – such as further and higher education institutions, and employers.

7. The issue of continuity needs to be viewed in the context of a key aim of careers education and guidance⁷ in schools and colleges, which is to help young people to develop the skills for managing their careers throughout life. One of these skills is to know where and how to access support when it is needed. Concepts like the 'Skills Health Check' promoted in the Leitch Report⁸ convey the notion that individuals should be encouraged to engage in regular reviews of their career progress, and are redolent of a US writer's analogy of dental check-ups: encouraging individuals to go for help not only when they are 'in pain' (when facing dropping out of a learning course or losing their job, for example), but for regular checks to maintain their career health⁹. Health and dental services are not age-segmented (though they frequently have tailored approaches within them for younger age-groups and for adults). As Lester Oakes, Chief Executive of the New Zealand Career Services, puts it on the basis of his experience:

'To talk of lifelong learning and guidance and then to segment the service delivery is inconsistent and increases the likelihood (in my view) that key transitions are poorly managed.'¹⁰

8. Closely linked to this is the third argument, which is avoiding rigid cut-off points in the transition from youth to adulthood. Times of transition are not all set like clockwork and are frequently times of stress. Whatever cut-off point is selected between age-specific services, it is likely to be somewhat artificial and arbitrary. This was the main argument put by the Duffner Committee in arguing for an all-age career guidance structure in Scotland. It cited an OECD review on the transition from full-time education to working life¹¹ as demonstrating that young people are making their initial transition at varying stages, and often later than was traditionally the case¹². The Duffner Report added:

'The current trends are towards longer transitions (before and after leaving education), more complex, more flexible and more individualised pathways ...'¹³

9. Importantly, in England, much the same point concerning extended times of transition is made in the related but somewhat different context of Connexions (into which the statutory 'careers service'¹⁴ for young people in England has been

⁶ Christine Gilbert, the recently appointed Chief Inspector of the enlarged Ofsted, is reported in the *Times Educational Supplement* (30.3.07, FE Focus, p.3) as saying: 'Having one organisation inspecting education from the age of four to adulthood would also be more coherent.'

⁷ 'Careers education' is a statutory part of the curriculum for all 11-16-year-olds in state schools in England (under the 1997 Education Act). It is not a statutory duty post-16 in England (although it is noteworthy that it is statutory in Wales, which is covered by the same 1997 Act: the Welsh Assembly has used the powers in the Act to move regulations to make it mandatory for all 16-19s). Humphries (see note 1 above) has argued that the Secretary of State should do likewise in England. The key to successful implementation of statutory 11-19 careers education and guidance (CEG) in Wales has been the support provided by Careers Wales (the all-age careers service) to schools and colleges, especially in respect of CEG resources and training for careers education delivery post-16. In England, there is non-statutory guidance in the form of a DfES 'framework' on career education for all 11-19-year-olds; Humphries argues that it should be statutory.

⁸ Leitch Review of Skills (2006). *Prosperity for All in the Global Economy – World Class Skills*. London: Stationery Office.

⁹ Goodman, J. (1993). The key to pain prevention: the dental model for counseling. *American Counselor*, 1(3), 27-29.

¹⁰ Personal communication, 15 February 2007.

¹¹ Organisation for Economic Co-operation and Development (2000). *From Initial Education to Working Life: Making Transitions Work*. Paris: OECD.

¹² In the latest relevant OECD work– its thematic review on policies to facilitate school-to-work transition and improve youth employment (2006-09) – the review has been extended to cover young adults up to the age of 29, to take account of prolonged transitions.

¹³ Careers Service Review Committee (2000). *Report*, p.17. (Duffner Report). Edinburgh: Scottish Executive.

¹⁴ Under the Learning and Skills Act 2000, the Secretary of State has the power to discharge his statutory duty (under the 1973 Employment and Training Act as amended in 1993) to provide a 'careers service' to all young people leaving statutory full-time education at 16 in England through 'youth support arrangements' – which in recent times have been known as

subsumed) in the Social Exclusion Unit report on Transitions. The Unit's earlier report on Bridging the Gap¹⁵ had mapped out the framework of what subsequently became the Connexions Service (addressed to 13-19 year-olds, particularly those at risk). In its subsequent Transitions report, the Unit effectively pointed out the damaging implications of the upper cut-off point at the age of 19:

'Many policies assume that youth ends at 18 or 19 but the reality is that for some disadvantaged young people – teenage parents for example – this may be when support is most needed. Many of the issues that are thought of as the problems of teenagers are in fact as bad (or worse) for those in their early twenties, on whom much less policy has been focused.'

The current age boundary for Connexions (and for the emerging 'youth support service' arrangements from 1 April 2008) means that:

'... once they are ready to access this kind of help it is no longer available'¹⁶.

10. Such arguments will gain significantly added weight if the Government's recent proposals to extend the minimum age of leaving formal learning from 16 to 18¹⁷ are implemented. If this is done, the crucial transition period will for even more young people be moved forward into the early/mid-20s¹⁸. Extending the concept of 'youth' into years in which young people have the full political and legal rights of adults would make no sense. In this context, an all-age approach would look much more credible.

11. The fourth and final argument relates to potential synergies and added value stemming from providing for both young people and adults within the same service. An all-age service would encourage needs at any particular age to be addressed in the context of career development over the lifespan. It would open up opportunities for staff career development with a broader client group¹⁹. It would enable career guidance for young people to be informed by up-to-date first-hand experience of what is happening to adult career patterns in the labour market. It would also open up possibilities for 'family guidance': encouraging young people and their parents to come together to the same centre. In addition, many issues relating to gender, ethnicity, age, disability and learning difficulty are common to young people and adults, and therefore lend themselves to unified action²⁰.

All-Age Service: Cons

12. The main arguments against all-age services are again four-fold. The first is that the career guidance needs of young people are distinctively different from those of adults. The experience of Careers England's members suggests that

the Connexions Service, and which from 1 April 2008 will become the responsibility of Local Authorities to procure within integrated youth support arrangements overseen by Children's Trusts.

¹⁵ Social Exclusion Unit (1999). *Bridging the Gap: New Opportunities for 16-18 Year Olds Not in Education, Employment or Training*. London: Stationery Office.

¹⁶ Social Exclusion Unit (2005). *Transitions: Young Adults with Complex Needs*, pp.8, 55. London: Stationery Office. The report suggests that this issue can be addressed by actively managing the transition from youth to adult services, in one of two ways: by establishing good working relationships between the youth service and the adult service; or by adopting more flexible arrangements which enable the service for young people to 'hold on to' to those young adults who need more support until they can benefit from services for adults (*ibid*, pp.88-89).

¹⁷ See Department for Education and Skills (2007). *Raising Expectations: Staying in Education and Training Post-16*. London: DfES. This March 2007 Green Paper proposes enforcement measures to ensure that all young people stay in education or training until 18 from the year 2013.

¹⁸ A further example of evidence from Wales is the approach to universal and targeted support for 11-25 year olds, which under the title of "Extending Entitlement" provides transitional support well into the mid twenties (as the SEU report recommends in England). This extended transitional support is led by each Local Authority and supported by the Careers Wales companies as delivery partners.

¹⁹ This point is made in Rolfe, H. & Nadeem, S. (2007). *Opening Up Opportunities through Advice and Guidance*, p.41. EOC Working Paper Series No.49. Manchester: Equal Opportunities Commission.

²⁰ This latter point is made by Hughes, D. (2005). *Connexions: Developing Options and Opportunities*, p.9. CeGS Occasional Paper. Derby: Centre for Guidance Studies, University of Derby.

this argument is difficult to sustain. Ford²¹ points out that the fundamental elements of guidance processes are the same, though the emphases and approaches used may vary between age and target-groups.

13. A second argument is more cultural in nature: it suggests that even if their needs are not fundamentally different, young people prefer to go to different kinds of places for their services. For many activities and services concerned with leisure and life-style, this is indeed the case. In respect of career guidance, however, the argument seems less tenable. Career guidance is concerned directly with preparation for adulthood and with starting to address adult issues relating to work and employment. Constraining career guidance within an age-limited 'youth setting' may, far from facilitating the transition to adulthood, exacerbate the difficulties some older teenagers face in making this transition. It is also important to note that structuring a career guidance service on an all-age basis would not necessarily mean that it would be prevented from operating (as would sometimes be desirable) in appropriately tailored ways in age-bound contexts – through resource units located in youth centres, for example.

14. A third, linked argument is that age-specific services are more likely to be 'holistic' in nature. There is no doubt that strong links with a range of professionals offering specialist support in respect of personal/lifestyle issues (which are often obstacles or barriers to successful participation in learning and progression into work) must be established for career guidance to be effective for young people and adults alike. Effective career guidance should include both initial help with such issues and purposeful client-led referral where more specialist help is needed. But this does not necessarily mean that specialist career guidance support should be structurally subsumed within a 'holistic' service. The OECD Career Guidance Policy Review pointed out the dangers of this approach:

'... the universal experience is that within a broad or holistic model, career guidance for the wider student body gets squeezed by the more immediate and demanding personal and study problems of those experiencing particular difficulties. There is also a risk within such a model that insufficient attention will be given to the distinctive skills and resources required for career guidance work, including up-to-date knowledge of changes in the education system and the labour market. This report has argued ... that policy-makers should shift from providing career guidance through occupations composed of shared roles, one of which is career guidance, to providing it through separate, and specialised, occupations with their own appropriate training and qualifications arrangements. These arguments in favour of providing career guidance through separate, specialised occupations and through specialised career guidance services are reinforced by the need ... for policy-makers to make career guidance services more transparent and visible as part of the process of better specifying supply and demand²².

15. Even if these arguments are not accepted, Ford²³ has argued that there is no reason why all-age career guidance services could not be structured on a more holistic basis if policy-makers wanted this: indeed, he has contended that at least some of the holistic principles underpinning Connexions can and should be applied to all-age services (which, from experience, Careers England's members would strongly support).

16. The fourth and final argument is that within an all-age service, there would be a danger that the needs of young people would predominate and that the needs of adults would tend to be marginalised. This argument has sometimes been advanced in the broader context of adult learning. There is however no clear evidence that, in relative resource terms, this is any more of a risk within all-age than within age-segmented services. Nonetheless, it is clearly important that vigilance is exerted to ensure that an all-age service is indeed genuinely all-age in its coverage.

²¹ Ford, G. (2000). *The Connexions Strategy and All-Age Guidance*. CeGS Occasional Paper. Derby: Centre for Guidance Studies, University of Derby.

²² OECD (2004) (see footnote 3), p.145.

²³ *Ibid* (see footnote 21).

An All-Age Strategy

17. Whether on grounds of principle or on the pragmatic grounds of political feasibility, some have argued that instead of seeking an all-age service, what is required in England is an all-age strategy²⁴. Under this approach, what is sought is not necessarily an integrated structure, but rather some robust common principles or procedures which would apply on an all-age basis. Chris Humphries, as outgoing Chairman of the Board of Careers England, has contended that an all-age strategy 'is an essential prerequisite for economic and social success', and that the various forms it might take – including an all-age service – should be rigorously evaluated²⁵. The Board of Careers England fully endorses Chris Humphries' view.

18. In analysing the different forms an all-age strategy might assume, it may be useful to adopt a classification which has been applied in a number of previous studies of linkages between career guidance services²⁶. This distinguishes such linkages at five ascending levels:

- Communication: where no working patterns are changed - but efforts are made to help services to understand what each other offers, so that they can, for example, cross-refer clients appropriately.
- Co-operation: where two or more services co-operate on some joint task.
- Co-ordination: where two or more services alter their working patterns to bring them more closely into line with one another, while remaining within their existing professional boundaries.
- Cross-fertilisation: where efforts are made to encourage services to share and exchange skills, and in effect to work across professional boundaries in ways that are likely to redraw the boundaries themselves.
- Integration: where the cross-fertilisation process is developed to a point which means that the boundaries between the different services disappear altogether.

19. In these terms, an all-age service would represent integration. An all-age strategy could be at any of the other four levels, ranging from weaker forms concerned mainly with communication and co-operation, to stronger forms concerned with co-ordination and cross-fertilisation (which might include, for example, co-location).

20. In general, Government policy in England in recent years has been at the weaker end of this spectrum. For example, an early Connexions prospectus²⁷ stated: 'It will be critical that effective information, advice and guidance services are provided that are coherent with those for young people.' The Connexions 'planning guidance'²⁸ spelt this out in more detail, expecting Connexions services to be members of IAG Partnerships (for adults) and to demonstrate coherence with provision for adults in relation to four issues:

- Organisational links.
- Service delivery arrangements.
- Client referral.
- Staff development.

21. Subsequently, the Connexions Service National Unit (CSNU) and the Learning and Skills Council (LSC) issued guidelines²⁹ to show how Connexions services and Adult IAG Partnerships could 'ensure young people progress smoothly from one service to another as they reach the age of 20 ... whilst maintaining separate identities and roles'. This identified four 'key principles of joint working':

²⁴ Humphries (2007) (see footnote 1).

²⁵ Humphries (2007) (see footnote 1).

²⁶ Miller, J., Taylor, B. & Watts, A.G. (1983). *Towards a Personal Guidance Base*. London: Further Education Unit. Also Watts, A.G., Guichard, J., Plant, P. & Rodriguez, M.L. (1994). *Educational and Vocational Guidance in the European Community*. Luxembourg: Office for Official Publications of the European Communities.

²⁷ Department for Education and Employment (2000). *The Connexions Service: Prospectus and Specification*, p.9. Sheffield: DfEE.

²⁸ Department for Education and Employment (2000). *Connexions Service Planning Guidance*, p.50. Sheffield: DfEE.

²⁹ Connexions Service National Unit & Learning and Skills Council (2003). *Working Together: Connexions and Adult Information, Advice and Guidance Partnerships*. Coventry: Learning and Skills Council.

- Clear strategic planning at national and local level.
- Effective referral systems.
- Supported transition.
- Effective support for people with learning difficulties and/or disabilities.

22. The CSNU & LSC further identified examples of joint working in these respects and in some others, including:

- Good communications.
- Quality development (shared good practice in local approaches to quality assurance).
- Shared delivery, through shared premises and delivery points. Their guidelines³⁰ indicated that 'there are many examples' of this, but that 'it is important that customers are able to identify the discrete service being delivered separately by Connexions and adult IAG services respectively'.
- Joint projects.
- Joint training.

23. In general, the CSNU & LSC guidelines favoured communication, co-operation and limited co-ordination, rather than stronger forms of co-ordination, cross-fertilisation or integration.

24. Many of the former Careers Companies which transmuted post-2002/03 to become Connexions 'direct delivery' services/companies, subsequently elected to bid for – and successfully won – managing agency contracts within **nextstep** (the adult IAG service commissioned by the LSC), effectively enabling them to offer a form of all-age career/IAG service within their operating areas. This has provided, in cost-effective form, an important part of the infrastructure on which much IAG provision for adults has been built. In the debate about options for the future, evidence derived from these experiences – alongside those of Careers England's members who have also provided youth and adult IAG services – should be carefully considered. By 'accident' rather than design, many parts of England have experienced elements of a partial all-age service (**nextstep** advisory support for adults has been limited to targeted groups, rather than being universally available).

25. In the context of the transition from 47 Connexions Partnerships to 150 Local Authority procured/delivered youth support services by 2008, alongside the Leitch recommendation for an Adult Skills and Careers Service for everyone aged 19+ in England³¹, a debate is urgently needed on how to ensure that these two policies create a better and more effective set of arrangements to support all young people and all adults with their career planning and transitions, and with the management of their lifelong career pathways.

26. A Youth Policy Careers Summit organised by the Centre for Guidance Studies at the University of Derby (held at Hemingford Grey, Cambridgeshire, on 14-15 February 2007) included amongst its conclusions and recommendations the following:

'If there is to be a Youth Support Service and an Adult Skills and Careers Service, there must be an overall strategy (including co-ordinated procurement processes) to ensure that they work coherently together, not least to provide continuity of services between the ages of 14 to 24, on the basis that age and stage are not necessarily synonymous. Key elements of this strategy should include co-ordination and cohesion in relation to: quality management/standards; procurement and contract management; branding; tracking; engagement with all three sectors (public, private, voluntary/community); and qualifications both initial and CPD.'

27. Careers England believes that the above recommendation would represent a much stronger version of an all-age strategy than that reflected in the current arrangements. In particular, co-ordinated quality standards³² and co-ordinated

³⁰ Ibid (see footnote 29).

³¹ Leitch Review of Skills (2006) (see footnote 8).

³² Of particular importance is the urgent need to ensure that 'fit for purpose' national quality standards are in place for work with both adults and young people, with the necessary assessment and accreditation arrangements (which should incorporate in an

procurement processes³³, supported by robust contract management and inspection, would enable local areas that wished to do so to move towards models of delivery which would get close to full integration (though without requiring them to do so). There is much existing experience to draw upon here, as paragraph 24 above indicates.

28. At present, however, the obstacles to moving in this direction are considerable. The proposed new quality standards, procurement processes and branding of services for young people and those in existence (or under consideration) for adults remain totally separate, and are based on different principles; this not only makes them difficult to reconcile with one another, but also inhibits rather than fosters closer integration between the services for young people and for adults. While this is the case, moving towards the stronger models of co-ordination, cross-fertilisation and integration will be difficult or impossible.

29. One policy option which Careers England believes would merit careful assessment in the current policy context is including some elements of support for career education and guidance for young people (perhaps initially for the 16+ age group) in the contracts for the new Careers Service for adults proposed in the Leitch Report. This would recognise the momentum behind the existing children and young people agenda at Local Authority level, but enable the new service to extend its professional expertise to support this agenda, so also building all-age elements into its remit. In the assessment which would be required, the potential added-value of the statutory right of access to all year 11 students – which rests with the Secretary of State's appointed 'careers advisers'³⁴ – being reassigned to the proposed Careers Service for adults should be considered; this would not only be permissible under the powers under the 1997 Education Act, but importantly would also enable the 'careers advisers' working with adults to bring their labour market knowledge into schools.

30. Moving in this direction could be justified in terms both of the March 2007 Green Paper³⁵ proposals to extend the age of statutory learning to 18, and of the current curriculum reforms at 14-18 (especially the welcome growth of work-related learning and the new specialist vocational Diplomas). There is widespread recognition of the enhanced importance of independent and impartial career education and guidance (informed in relation to the labour market, not least through greater employer engagement) in relation to these reforms.

31. In this context, Careers England believes that it is crucial to counter the risks that careers education and guidance might become marginalised or under-valued within the new integrated 'youth support service'. Giving a professional support role in respect of post-16 career education and guidance to the new Careers Service for adults could be seen as a way of avoiding such risks. It would also begin to establish an evidence base upon which any future Government that wished to move towards a stronger all-age strategy (including the option of an all-age service) could more readily do so.

Conclusion

32. A major review is urgently needed of the case for establishing either a much stronger form of all-age strategy (or an all-age service), taking account of the arguments presented in this paper³⁶. It is important to recognise that none of the recent policy reviews of career guidance in England have examined this case. In particular, it was excluded from the remit

appropriate way the well-established *matrix* award). If two sets of standards are (as is currently proposed) to be applied, there must be consistency, coherence and continuity; this would facilitate implementation of an all-age strategy in a variety of forms.

³³ Humphries (2007) (see footnote 1) argues that procurement arrangements of services should ensure that all three sectors (public, private and voluntary & community) are able to offer to provide services on a 'level playing field' basis.

³⁴ The 1997 Education Act placed duties upon all publicly-funded schools to provide programmes of careers education; this includes the right of access for 'careers advisers' delivering the Secretary of State's statutory duty to make information available to all students on all learning and work options post-16. This statutory duty has, since the implementation of the Learning and Skills Act 2000, been performed under the Connexions service arrangements.

³⁵ Ibid (see footnote 17).

³⁶ The case for such a review is also argued by Humphries (2007) (see footnote 1). While arguing the need for an all-age strategy, he says of an all-age service that 'the time has come for this to be rigorously evaluated – alongside alternatives – without partiality' and that 'this impartial assessment is now urgent' (p.10).

both of the Government's 'end-to-end review'³⁷ of career education and guidance in schools, colleges and Connexions and of the current adult IAG policy review³⁸.

33. The remit of the Leitch Report³⁹ was confined to adults. Yet, importantly, it recognised 'how vital effective education for young people is to the new ambition' and the importance of 'effective careers advice [sic] in schools and colleges'. While the Leitch Report made no direct comment on whether careers services should be all-age or not, it did suggest that the new Careers Service for adults should learn 'from those elsewhere in the UK', all of which it elsewhere recognised as being 'aimed at people of all ages'. Careers England fully supports Lord Leitch's recommendation for such action.

34. The case for a strategic review of all-age options in England has been strongly enhanced by reviews of Careers Wales⁴⁰ and Careers Scotland⁴¹, both of which were very positive. The review of Careers Scotland, benchmarked against the OECD Career Guidance Policy Review, concluded that the practices it was adopting were comparable to leading good practice across the world, and that it had the potential to be a world-leading public career planning service. The positive conclusions of these two reviews contrast markedly with the negative conclusions of the 'end-to end review'⁴² of careers education and guidance provision for young people in England.

35. Careers England, therefore, believes that the case for an objective strategic review is now both compelling and urgent. However services for young people and for adults are designed, procured and delivered, England must establish a stronger all-age strategy without further delay, or risk damaging plans to enhance the social and economic health of the nation. In developing such an all-age strategy, the full range of options presented in this paper⁴³ should be most carefully considered.

Careers England.c.humphries.pac.31 March 2007

³⁷ Department for Education and Skills (2005). *End to End Review of Careers Education and Guidance*. London: DfES.

³⁸ See www.iagreview.org.uk

³⁹ Leitch Review of Skills (2006) (see footnote 8), pp.4, 106, 22, 108.

⁴⁰ Moulson, R. & Prail, S. (2004). *Careers Wales Review – Final Report*. Cardiff: Welsh Assembly Government.

⁴¹ Watts, A.G. (2005). *Careers Scotland: Progress and Potential*. Glasgow: Careers Scotland.

⁴² Ibid (see footnote 37).

⁴³ The Board of Careers England wishes to express its particular thanks to Professor Tony Watts and Paul Chubb for their help in preparing this paper.