

Paper 29: Guidance

Careers education and guidance in England

Background

- 1 Several recent publications, notably the *14-19 Education and Skills Implementation Plan*, the white paper *Skills: Getting on in business, getting on at work* and *Youth Matters: Next Steps* all identify good quality careers education and guidance (CEG) – now often referred to as information, advice and guidance (IAG) – as a high priority to enable young people to make successful transitions through learning and into employment. However, recent evaluations have shown that good quality CEG is patchy and that learners want more help with their choices.
- 2 There is evidence that learners who receive good quality IAG achieve better and are less likely to drop out of learning or change course after they are 16.¹ There also is evidence that effective CEG programmes contribute to both achievement and inclusion, by raising aspirations, increasing motivation, challenging stereotyping and enabling young people to make the most appropriate choices (eg in Scotland, where effective CEG has been shown to be linked to increased motivation and examination performance).
- 4 Schools are also required to give careers advisers, now usually Connexions personal advisers (PAs), access to students to provide careers guidance, and to provide PAs with information about those students. In addition, schools and colleges should work with the the statutory 'careers service' provider, usually the Connexions service, to provide students with up-to-date information on all opportunities for learning and work through their own resource centre or library.
- 5 The main national guidelines on CEG and work-related learning (WRL) are now in the *National Curriculum Handbook for Secondary Schools*. They can be found in full in:
 - *Careers Education and Guidance in England: a National Framework 11-19* (DfES/0163/2003)
 - *Work-related learning for all at KS4* (QCA/03/1168)

Statutory duties

- 3 Schools must provide a planned programme of careers education within the curriculum in years 7 to 11². In 2003 the DfES published *Careers Education and Guidance in England: A National Framework 11-19* (available from www.cegnet.co.uk) which sets out recommended learning outcomes for key stages 3 and 4, and post-16. There is no statutory duty for colleges to provide careers education, though most colleges do so as a matter of good practice.
- 6 The Secretary of State for Education and Skills has a statutory duty to provide a careers service for young people. Since the Learning and Skills Act 2000, this has been the Connexions Partnerships. In the 2005 publication *Youth Matters: Next Steps*, the government announced that children's trusts will take over this statutory duty.
- 7 The current role of the Connexions Service in supporting CEG and WRL is outlined in the *Connexions Service Planning Guidance 2006/07* (DfES). Further guidance is expected from the DfES about new commissioning arrangements for IAG services by 2008. Currently chapter 6 and Annex A and B of *Youth Matters: Next Steps* give some details. Specifically, the DfES is developing national quality standards "to guarantee high quality IAG for all young people, irrespective of how or by whom it is

¹ Bowes, Smith and Morgan, Centre for Guidance Studies, University of Derby (2005)

² Education Act 1997, amended 2004

delivered” and to ensure impartiality of advice. These standards will be in place for April 2007.

- 8 The government’s intent is to devolve the responsibility for commissioning CEG services, and the funding that goes with it, from Connexions to local authorities, working through children’s trusts, schools and colleges. The government wants local authorities to lead “a genuinely collaborative approach to new arrangements for delivering IAG that clearly meets the needs of young people in their areas”.
- 9 *Youth Matters* also contains an ambiguous statement about schools’ and colleges’ rights to commission their own services. “Where a school or college does believe that provision is poor and wants to exercise its right to commission services directly, it will be able to draw on a range of evidence in making this judgement – including inspection reports, survey results and the skills and competence of staff providing IAG. Where provision commissioned by schools and colleges is not meeting quality standards, devolved funding could be withdrawn by the children’s trust.”

CEG provision

- 10 CEG has five essential and interlinked components:
 - Careers education – a planned programme in the curriculum that gives students knowledge and skills for planning and managing their careers
 - Careers information – on learning options, skills, occupations and progression routes
 - Work-related learning – experiences within and outside of the curriculum which help them learn about work
 - Personalised support and guidance – help for individuals to manage their learning and progression to the next stage
 - Careers guidance – help from specialist advisers to identify long-term goals and plan steps to attain them
- 11 Typically a school or college will provide:
 - access to up-to-date careers information through a Connexions resource centre or careers library, within the main learning resource centre or as a separate information base. This may include other information

related to learning and work such as financial matters, health and welfare issues.

- a planned programme of careers education within the curriculum for ages 11 to 19.
- personalised support and guidance which helps individuals to manage their own progression, using a process such as individual learning planning.
- access to specialist careers guidance, through a partnership between school/college staff and personal advisers from the local Connexions Partnership or other provider. The establishment of children’s trusts may mean changes to this arrangement.
- opportunities for work-related learning and enterprise learning, including a one, two or three-week work experience placement during key stage 4 which has planned learning outcomes.

Curriculum models for careers education

- 12 A few schools and colleges provide discrete careers education lessons, but most operate one of the following models:
 - Careers education modules are included within a carousel of modules covering the personal development curriculum, including health education, sex and relationships, and citizenship.
 - Careers education forms part of a tutorial programme delivered by form tutors.
 - Careers education is integrated with other aspects of the personal development curriculum to form a coherent course taught by a team of PSHE/careers teachers.
- 13 Some schools and colleges enhance their provision by organising ‘suspended timetable’ curriculum days on particular careers education topics. Schools may operate different models in certain key stages. QCA has published guidance on its website on how to develop coordinated approaches to the personal development curriculum.

- 14** Whatever model is used, the recommended minimum allocated time³, in order for students to achieve the learning outcomes in the National Framework for CEG, is:
- 6 hours in year 7 and 12 hours in year 8
 - 15 hours in year 9, including time for personal review and planning for KS4 choices
 - 24 hours in year 10, including a two-week work experience placement
 - 24 hours in year 11, including time for personal planning and reviewing post-16 choices
 - 20 hours in year 12, excluding work experience
 - 20 hours in year 13, excluding further work experience
- 15** Time allocated to students in years 12 and 13 will vary depending on whether they are on one or two-year courses and whether personal review and planning needs to be included for transition to the next stage: work-based training, further or higher education.
- Managing careers education and guidance**
- 16** CEG involves both the curriculum and student support and guidance; it is a whole school/college activity and responsibility will typically sit with a member of the leadership or management team. Day to day management will be by a middle leader through a team of staff with curriculum links to WRL and other aspects of the personal development curriculum, and with responsibility for student support and guidance.
- 17** The middle leader will ideally have an accredited qualification in managing CEG for young people⁴. Teachers delivering careers lessons and providing individual guidance to students will benefit from in-service training for their roles. This training can usually be accessed and at least partially funded through the local Connexions Partnership⁵.
- 18** As CEG is part of the statutory curriculum, there should be a written policy statement and arrangements to regularly monitor the quality of provision and of students' learning. Schools and colleges which have gained or are working for a local quality award for CEG can collect this evidence as part of the award's review and improvement process. These quality awards are specifically referred to in the National Non-Statutory Framework and enable institutions to benchmark their CEG provision against other institutions. In September 2007 the DfES will be using quality standards to regulate IAG for young people.
- 19** The new *Common Inspection Schedule for Schools and other Post-16 Provision* focuses on the five strands of Every Child Matters. It requires learning providers to pay attention in their self-evaluation process to CEG and IAG under three sections:
- How well do learners achieve?
- the acquisition of workplace skills
 - the development of skills which contribute to the social and economic well-being of the learner
- How well are learners guided and supported?
- The quality and accessibility of careers information, advice and guidance
- How effective are leadership and management in raising achievement and supporting all learners?
- Effectiveness of links made with other providers, services and employers to promote the integration of care, education and any extended services

³ *Careers Education and Guidance in a Nutshell: Careers Education Support Programme - DfES 2004*

⁴ See *Directory of Professional Qualifications in CEG in England: www.cegnet.co.uk*

⁵ Training is also available from the Learning and Support Network's 14-19 programme of support for change on the ground. See www.lsn.org.uk

- 20** Currently every school is required to reach agreement (a 'Partnership Agreement') with the local Connexions Partnership on their respective inputs to CEG and careers guidance for transition. Good practice often involves students themselves, perhaps via a school council, to comment upon the value and effectiveness of such partnership working. Colleges have no similar requirement to deal with Connexions, though most do. The quality of the guidance received by college students is subject to inspection. In line with the *Youth Green Paper*, it is good practice for schools and colleges to create and play a full part in local careers guidance partnerships.
- 21** Many schools have taken advantage of workforce remodelling to alter the management and administration of CEG. The first step has been to remove from careers teachers many of the more routine organisational and administrative tasks, and to allocate these to a careers support assistant, thereby releasing time for the careers coordinator. This model is already common in colleges.
- 22** More schools and colleges are appointing to the role of careers coordinator people from other professional backgrounds, including heads of resources/librarians, careers advisers, teaching assistants/LSAs. In this model, the senior leader with overall responsibility for CEG will need to decide where best to locate the curriculum leadership function for careers education; if this is with the careers coordinator (who is not a qualified teacher), he or she will need appropriate professional development and good line management support.
- Review the provision of careers education in the post-16 curriculum and explore the possibility of using careers education as the context for developing students' key skills.
 - Plan a coherent approach to CEG, PSHE, work-related learning and citizenship to enhance students' personal development and eliminate curriculum overlap.
 - Ensure that adequate time is allocated to careers education in the curriculum.
- 24** Training and development
- Have a staff development plan for CEG and make use of the Connexions Partnerships funding for training careers teachers and other staff. Ensure that the careers coordinator has a professional qualification in CEG and other staff involved have training for their roles.
 - Have the local Connexions Partnership assist with training for staff involved in the CEG programme, and the use of curriculum resources such as the Real Game series.
 - Access the resources for developing CEG provided by the Careers Education Support Programme at www.cegnet.co.uk
 - Encourage the member of staff responsible for CEG to join a relevant professional association to keep up with developments in careers work.
- 25** Careers information
- Review the current provision of careers information and work with the local Connexions information officers, taking advantage of the Connexions Resource Centre Guide, to enhance provision.
 - Ensure that effective use is made of ICT-based careers information.
 - Ensure that the planned programme of careers education includes work on information skills.
 - Find out about plans for a local online prospectus of 14-19 provision.

Actions for ASCL members

- 23** CEG provision
- Review the current provision of careers education within the pre-16 curriculum against the learning outcomes in the National Framework for CEG and the QCA framework for work-related learning.

26 Careers guidance

- Assess the arrangements in place, and ensure that the career guidance available is impartial. All teachers are important influencers of students' decisions and should be able to give well-informed, unbiased information and advice. Senior leaders can address this through CPD for all staff.
- Enable the careers coordinator and those responsible for assessment, tutoring and mentoring to jointly review the processes and documentation for individual support and guidance.
- Review mechanisms for referring students to the Connexions personal adviser for individual guidance. Do they enable students to access this guidance when they need it?
- Make arrangements, perhaps through a professional development day, to brief all staff on the broad framework of opportunities in education, training and employment at 16, 17, and 18- plus ⁶.
- Take an active role in negotiating the partnership agreement with the local Connexions Partnership to ensure that the guidance needs of all students are met.
- Keep up-to-date with the development of the local children's trust, and its implications for provision of careers guidance and integration with broader assessment and review processes.

27 Ensuring effective career learning

- Review with the careers coordinator how students' achievements in CEG activities are assessed. Consider the possibility of using accredited courses from the Section 96 list ⁷ for some students.
- Review the procedures for monitoring, evaluating and reviewing CEG, in relation to the overall process for review and improvement.
- If the school or college has not gained, or is not working towards, a local quality award for CEG investigate the possibility of working for one.

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⁶See *Informing Choices*: QCA/05/1542

⁷See www.openequals.org.uk

