



## CAREERS ENGLAND SUBMISSION TO THE ALL PARTY PARLIAMENTARY GROUP INQUIRY – DO SCHOOLS PREPARE YOUNG PEOPLE FOR THEIR FUTURE CAREERS?

### ABOUT US

Careers England Ltd is the sole trade association for organisations involved in the provision of Careers Education, Information, Advice and Guidance (CEIAG) products and services in England for people of all ages. Our members provide aspects of some, or all, of the four components of CEIAG:

- Careers Education (Career Learning)
- Careers Information
- Careers Advice
- Careers Guidance

The members of Careers England Ltd comprise the majority of prime and sub-contracted deliverers of the National Careers Service. They also deliver careers guidance services for local authorities, schools and colleges across England.

Most of our members are charities and social enterprises. We also have a number of sole traders and other organisations who, although not delivery services, are engaged with the careers sector. Full details of all Careers England members, our activities and our publications can be found at <http://www.careersengland.org.uk/>

We welcome the establishment of the Committee and the opportunity to contribute to the inquiry, and we are very willing to provide further oral evidence. Careers England has long campaigned for joined up thinking and policy development relating to CEIAG at Government level, as you will see from the evidence presented in this submission.

### EXECUTIVE SUMMARY OF KEY MESSAGES

- The help young people receive from schools to develop good career plans and career planning skills can at best be described as ‘patchy’
- This situation can be rectified by Government requiring three simple measures:
  - All schools should achieve a national careers quality award which is validated by the Quality in Careers Standard
  - All careers guidance providers should achieve the matrix standard
  - All careers advisers working with young people should be qualified to level 6 as specified by the Career Development Institute (CDI)
- There needs to be a national review of cross government departmental engagement in the careers agenda. Currently there are six government departments and the Careers and Enterprise Company engaged in careers activity. This is wasteful and confusing.

## Q1. What should our schools be focusing on in order to prepare young people for the future?

All of the research and evidence relating to how we prepare our young people for the world of work clearly indicates that our performance as a nation can best be described as 'patchy' – i.e. it is good in a few areas, OK in some and poor in others.

The background to this is that the Education Act 2011 placed on schools a new duty relating to careers guidance and the preparation for working life to pupils and students from year 8 to age 18. We are now in the fourth academic year of this policy and the level and quality of support for our young people is still inconsistent.

In November 2012, Careers England gave evidence to the Education Select Committee. The highlight of our evidence was the findings of a survey of our members where we reported that only one in six schools in England were providing the same level of careers help to their students; by definition five out of six schools were providing less careers help to their students.

Ofsted's original report in 2013 found that only one in five schools were providing learners with the appropriate level of careers guidance.

In 2015, a further survey of careers education and guidance in schools and links with employers undertaken by the Career Development Institute and Careers England found that progress was still very slow. Forty percent of the schools that responded said that careers advice was not provided by a careers adviser qualified to level 6, and 24% of schools used a member of staff - often someone who was not a teacher and not holding any careers qualification. A further smaller survey undertaken on behalf of the Careers and Enterprise Company found similar results.

Additional reports by the Sutton Trust and the National Careers Council provide further evidence that careers provision for young people in schools continues to be patchy in terms of quality and availability.

<http://www.suttontrust.com/researcharchive/advancing-ambitions/>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/355473/bis-14-1080-taking-action-achieving-a-culture-change-in-careers-provision.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355473/bis-14-1080-taking-action-achieving-a-culture-change-in-careers-provision.pdf)

We believe that this situation can be easily fixed by reviewing what has worked in the past. Careers England advocates three clear and simple measures to take forward. They are:

- Professional standards - careers advisers delivering services must be qualified to level 6 as specified by the Career Development Institute (this is the accepted professional standard).
- Service standards for careers guidance providers – i.e. the matrix standard
- Organisational standards for schools, colleges and training providers i.e. the Quality in Careers Standard (QICS) which provides a national validation framework for currently thirteen quality awards:

<http://www.qualityincareers.org.uk/>

Careers England believes that a sharper and greater focus should be given by the Government to this three pronged approach to quality assuring careers delivery.

That said, Careers England welcomes the ‘renewed interest in careers’ by the DfE. We particularly support the endorsement by the DfE of the eight benchmarks for providing good careers guidance as detailed in the Gatsby Report on ‘Good Careers Guidance’. We also look forward to contributing to the development of the National Strategy for Careers being developed by the DfE. Our view is that the strategy should require schools and colleges to be working to the eight benchmarks and adopt the three pronged approach to quality assuring careers work. This requirement will have the greatest impact on improving the quality of careers provision at a time when competition between providers of learning is the fiercest in history. This competition now includes a choice of school at age 14 as well as appropriate learning and progression route at ages 16 and 18.

A greater emphasis on actual employability within schools would be of benefit to all, not just those with set career ambitions. Knowledge and understanding of how the employment market actually works is vital for those leaving education, regardless of educational attainment.

Endeavoring to develop young people in to more professional career minded individuals is a worthwhile aim, but both they, and those that do not engage in that career pattern will be at a loss if they simply don’t know where to look for a job, how to make effective employment applications, and how to prepare and conduct themselves in an interview.

Many at school will not go on to college or university. In spite of this, the economy needs these young people to enter the employment market with a realistic outlook, and the abilities to engage with the world of work as soon as possible. This alone will motivate some to self-improvement.

Q2. Should schools play a role in developing skills or should subject knowledge be prioritised?

Careers England believes that schools should play a leading role in developing careers and employability skills. Young people need to develop good career planning skills in research, investigation and planning in order that they are able to find their way through an increasingly complex labour market. As the rate of change in the labour market accelerates, so does the need for young people to be effective career planners. Good careers education in schools is supported by high quality, impartial, independent advice and guidance which is the most effective way to ensure good career planning.

The statutory requirement for schools to deliver careers education has been removed. We believe that all schools should be required to provide careers, employability and enterprise education and recommend that the statutory requirement should be re-instated and extended up to age 18.

Q3. Who should be responsible for ensuring that young people develop soft, financial and entrepreneurial skills?

We believe this should be the DfE through a re-instated statutory duty on schools as outlined in the previous question.

Currently the Government involvement with career information, advice and guidance involves six Government departments plus the Careers and Enterprise Company. This inevitably has resulted in duplication and waste of resources. The Government departments involved are:

- Department for Education
- Department for Business, Innovation and Skills
- Department for Communities and Local Government
- Department for Work and Pensions
- Home Office
- Ministry of Justice.

In our policy paper – [The future of careers guidance](#) – we argue that this is a confusing and wasteful approach, and advocate a cross-departmental review of the current arrangements.

Q4. Do education providers have the resources to prepare young people for the workforce?

When schools were given the duty to promote access to careers guidance under the Education Act 2011, they were given no additional funding. The duty had previously been delivered by local authorities at a cost of £220m per annum.

There is a clear need to incentivise schools to drive this agenda forward. We would suggest that schools and colleges be given some financial support which needs to be matched by the school and ring-fenced to the attainment of a careers quality award validated by the Quality in Careers Standard.

A one off matched funding arrangement should be put in place to support schools to work towards meeting the Gatsby benchmarks.

There is currently a fast growing crisis in the availability and supply of professionally qualified careers advisers. This is a consequence of both an aging workforce and redundancy and restructuring that has taken place.

Q5. To help the APPG create a practical set of approaches and recommendations:

- What examples are there of schools and colleges preparing young people well for the workplace?
- What examples are there of employer-led initiatives that have had an impact?

**Case Study Template – Aspire igen**

Name Sarah Johnson      Marlene Sharrock      Role Pupil      Careers  
Coordinator

Date Completed 23/6/14

Remember to seek appropriate permissions from subjects quoted in case study (ref. Aspire-i news stories toolkit). If you are collecting a case study from a client then please use the Aspire-i case study template

Brief description of the background to and purpose of the event/activity (what was the situation/context. Who/when/where/why)

**When I was in year 11, I didn't feel that I fitted into the criteria for sixth form. There were several meetings to discuss this with Mrs Wood and Mrs Sharrock. But I was very interested in childcare.**

Sarah was keen to stay on at Gateways as she didn't really feel ready to move to a college with a much larger population. However, we knew that she would not be able to cope with usual pattern of A-levels which most pupils at the school take. In discussions with Sarah, we found that she had an interest in working with children, and as we take pupils from age 2 upwards, we wondered if we had an opportunity for training for Sarah.

What happened/ who did what/ how/when/for how long

**Mrs Sharrock discussed with Mrs Tunstall about have an external company who would come to deliver the Children and Young People's Workforce course.**

I discussed Sarah's position with Ann, our Shine careers guidance professional and she suggested that the school might use an external training provider to support a Children's Workforce course. As we had the facilities for work experience within the school we were in a good position to fulfil the necessary criteria for the course. This was then taken forward to the Head of Pastoral Care, the Assistant Head teacher and the Headmistress. It was agreed that the school would be able to offer this without a large amount of extra budgetary expenditure.

We identified another pupil who may wish to take this route and meetings were then held with both pupils and parents.

Ann recommended several providers and after meeting with them, we decided on the provider who was the most flexible and accommodating to our needs, Forward Steps Training.

Sarah was then able to start the September 2013 term undertaking the Children's Workforce course, 2 A-Levels and a resit programme for Maths GCSE.

Outcome/Results

**I gain a qualification so that I can work with children within a childcare setting. . I have become more confident and enthusiastic within the working environment alongside adults. I have worked in the Gatehouse Nursery before school and in Sundowners after school. In this setting I have learnt how to communicate with children and different members of the Early Years staff.**

From the school's perspective, we would not hesitate to run this course again whenever we have pupils with a similar set of needs to Sarah's. We are not running it in the next school year, purely because pupils in that Year group do not fit the criteria. However, we are already beginning to identify potential pupils in subsequent Year groups who may wish to use this combination. The recent Sixth Form Taster Day for the current Year 10 included a "taster" lesson for the Children's Workforce course with several pupils opting for that session.

Ann's input was crucial at the outset of this initiative. The school had not offered an option such as this before, and we needed the reassurance of an expert in the field who had extensive experience of other schools and relevant contacts to call upon.

Any specific reflections or learning from this event/activity

I feel that this course has been something that has made me more confident as well as learning for a hands on point of view where I have had to just get on with it myself. I have worked with different members of staff and have learnt how to communicate efficiently with parents. I feel that by doing this course has made decide that in the further I want to have a career in childcare.

Sarah has coped very well with this course, enjoying the contact with the children and keeping up with all the required work for her A-Levels and resit. In fact, several teachers have commented that her confidence in her work for these exam subjects has increased. It would seem that working with the children and undertaking part of her studies in a different style has allowed Sarah to see that she can achieve well and has had positive impact on all areas of her work. Sarah's maturity seems to be at a higher level than many of her peers, possibly because of the necessity of meeting responsibilities within her work with the children in school.

#### Futures Advice good practice / case studies

- 'Bridging the Gap to Success' brief: <https://www.futuresadvice.co.uk/news/2016/03/09/inspiring-young-people-to-reach-their-potential/>
- 'Bridging the Gap to Success' Video: <https://youtu.be/e5N2YRL8obs>
- 'Give Yourself 'The Edge'' brief: <https://www.futuresadvice.co.uk/news/2016/04/25/when-i'm-older-i-want-to-be.../>
- 'Give Yourself 'The Edge'' Video: <https://www.youtube.com/watch?v=0Jw7AM2DxMw>

#### School case study:

Give a brief description of the story. Include who, what, when, where and how?

Having completed diagnostic discussions with Heanor Gate school in Derbyshire about the delivery of employability skills within the school, we arranged for inspirational employer speakers to attend school on 20th July 2015 to speak with all of their year 10 students about skills and qualities for success in the work place. The 220 year 10 students had just returned from a weeks work experience with local employers and the de-brief day had been devoted to reflection and examining what skills and achievements they had gained from their work experience. To set the tone of the day, we helped broker a relationship between the school and Rolls Royce based in Derby who were keen to support their students understand of what skills and qualities were needed by their own company. Rolls Royce agreed to deliver an inspirational opening speech to the students to help reinforce the key messages that the careers team have been embedding throughout the year including the goals outlined in the D2N2 employability framework. Three employees from Rolls Royce attended, each at a different point in their career to share their experiences of work and their advice for students when considering how to develop their personal skills and qualities. The presentations were well received by students with a lively question and answer session followed. Students went on to join in workshops to continue discussions and help make the links between their own skills and achievements and the world of work.

## Positive outcomes achieved / good practice learned

Kathy Mountford, Careers Coordinator, reported that she had received good feedback from students regarding the presentations who had found them both inspirational and useful. The Careers Inspiration Manager had provided the presenters from Rolls Royce with a detailed brief before the event to ensure they understood the remit for the day and their role within it for a coordinated and meaningful approach. The school had also been properly briefed about the requirements for Rolls Royce to ensure they were received and supported properly to encourage a sustainable relationship moving forward. The National Careers Service made a contribution to this activity through staff resource funded by Careers Inspiration.

## Case study 2

As a result of the successful and continuing partnership between Gedling Borough Council in Nottinghamshire and the National Careers Service, further support and delivery from the Careers Inspiration Team has taken place bringing employers and young people together to prepare them for the world of work. A CV writing workshop was delivered for 170 students in the year 10 cohort in one of the borough's secondary schools; this enabled better preparation for the students for the mock interview skills event, scheduled for the following week, using local employers. The CV workshop was especially inspirational as it enhanced the content for those students undertaking their Business Studies course; it utilised the CV Resource specifically developed by the National Careers Service to support the mock interview event. The CV workshop derived further benefit for students by involving the support of a local employer, who also participated in the mock interview event the following week. The employer was able to provide some anonymous examples of received CVs, offering further 'top tips' on the strengths and weaknesses to be aware of for each example. This allowed the students to view real examples and to have the opportunity of local employer expertise.

The CV workshop provided enhanced preparation of students for the mock interview event. This is evidenced by comments received from local employers participating in the mock interviews:

**"Fantastic opportunity to network with young people and seeing the skill sets of potential learners" (Trudi Walkdram, East Midlands Chamber)** The mock interview event involved twelve local employers representing companies ranging from local banks, road haulage consultant, borough sports partnership, local housing association and local building firm undertaking significant building projects in the borough.

The employer supporting the CV Workshop provides the following comments: **"I believe the CV workshops serve an invaluable resource for schools and employers to collaborate, jointly aiming for a standard CV skill level. The 'real life' challenges ahead of young adults when it comes to seeking employment/university places can only benefit from raised confidence and skill levels."** Wendy Yilmaz. The school offered the following feedback, further representing the value which students derived from this CV programme:

**"Overall our students found the CV workshop and Mock Interview Skills event to be of immense value and very positive. Our student evaluations indicated how useful they found these opportunities; in particular our Business Studies students will be able to use their experience to contribute to their curriculum. Some of our students were able to make such a significant impression on our local employer volunteers that they have the potential offer of future work experience, and even the possibility of employment."** Mike Kurylec. Student evaluations provide additional evidence to support the above feedback:

**"I feel very confident in applying to a new job." "This taught me some further techniques and what to add to my CV." Year 10 students.** Representing the partnership between the local borough and the National Careers Service, the CV programme offers enhanced employability experience for the students in the local schools. This is significant as the resources produced, and the model implemented, allows this to be sustained for future academic years. The National Careers Service made a contribution to this activity through staff resource and resource activities funded by Careers Inspiration agenda.



### Case study 3 – employers

The Careers Inspiration team have been working with a group of 20 large employers (including Boots, EON and Pendragon) from across the East Midlands to develop and promote a new apprenticeship awareness opportunity called East Midlands Apprenticeship Ambassador Network (EMAAN).

EMAAN has been set up by the group of employers to help raise awareness of the apprenticeship opportunities available across the region by arranging for employer and apprentice ambassadors to provide a range of free services to schools by: attending parent's evenings and running apprenticeships stalls to promote this option to parents and young people; attending schools to give talks, workshops or advice sessions on apprenticeships to groups of young people; sending schools apprenticeship resources to support classroom discussions to be led by teachers; giving talks/workshops to teachers to support their knowledge of apprenticeships.

The Careers Inspiration team are supporting the network by promoting their apprenticeship ambassador database and services to schools and by introducing new employers to the network to enhance the opportunities available. The latest employer to contact National Careers Service to discuss brokering access of their apprentices into schools is Royal Bank of Scotland Group (RBS) who have five apprentices willing to go out to schools to speak with students in the Leicester, Lincoln, Nottingham and Norwich areas.

Having introduced RBS to the EMAAN network, a meeting has now been set up to look at enabling RBS to join which will enable the Careers Inspiration team to promote the service to school in a cohesive simple message.

#### Outcomes:

We can support RBS apprentices with training and they can be co-ordinated through the directory. It would be great also for them to join the network and nominate an Ambassador – we are weak in this sector. Having introduced RBS to the EMAAN network, a meeting has now been set up to look at enabling RBS to join which will enable the Careers Inspiration team to promote the service to school in a cohesive simple message.

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Looks like a great initiative – thanks for sharing more information, Lynda [Careers Inspiration Co-ordinator].

Vin Bhabra , Marketing Manager, Early Careers, RBS

The RBS apprentices will benefit from EMAAN's training to prepare them for going into schools and most importantly schools will have access to one comprehensive directory of apprentices from a variety of sectors willing to go into schools and talk about their experiences. Ultimately students will receive quality information and wider option choices to support their career decisions.

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