



Careers engagement: a good practice brief for leaders of schools and colleges

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Foreword

Adam Smith in *The Wealth of Nations* divides the public purposes of education into two parts: that which can be acquired through daily experience “without any attention of government” and that for which “some attention of government is necessary”.

In September 2012, schools were faced with the biggest change to the provision of careers guidance for almost 40 years. After four decades of having available a publicly funded service, they were given a statutory duty to secure access for their pupils to ‘independent and impartial careers guidance’, with no dedicated government funding to commission such services. In this context new freedoms and autonomy offer opportunities and present new challenges for leaders in education, including those responsible for design and delivery of careers education, information, advice and guidance (CEIAG) in schools and colleges.

The new education landscape requires young people to make early subject choice decisions (some from 13 years old upwards) and the raising of the participation age from 16 to 18 years old by 2015 signals a new era for this current generation of school pupils, parents and teachers. Changing times mean that everyone needs new skills and knowledge in order to function well.

In current and future labour markets individuals will continue to experience new patterns of work, with changing expectations affecting the way we do things and how we behave. This has enormous implications for schools and colleges and their curriculum in helping students to look ahead and prepare themselves for a very different world.

Assessment and exam results are not the only indicators of how well a school or college is doing for its students. Education has a social purpose too. What we learn in our early education contributes to how we conduct ourselves as adults. Schools and colleges have an important role to play in helping their students learn more about roles and responsibilities, and how these relate to the world of work. A positive step forward in improving careers provision for young people (parents and teachers) is having a clear understanding of the principles and effective methods that can be used to underpin high-quality careers education, information, advice and guidance. This involves a combination of providing more career insights and access to independent and impartial career development professionals as essential ingredients in a modern education system, given the high number of young people who are not in work and employers struggling to find people with the right skills. The need to recognise and tackle the skills mismatch and gaps has been endorsed by education, employer and career sector leaders, as well as by many across government.

Having a clear vision and strong leadership to make things happen will drive forward change. Increasing pressures on time and resource can make it difficult to know where to start in creating a compelling careers offer to young people (and parents). This guide provides a practical approach to supporting school and college leaders in their pursuit of excellence in careers education, information, advice and guidance. In bringing together a content-rich resource for schools and colleges, this brief offers you ideas for mapping and identifying priorities, supported by an array of useful tools and research techniques, designed to help support teachers.

We certainly owe a great deal to colleagues in schools and colleges who work continually in pursuit of educating and supporting young people to make the very best of their talents and skills. A culture change in careers provision has begun and we’re all part of that journey.

Dr Deirdre Hughes OBE
Chair of the National Careers Council and Commissioner, UK Commission for Employment & Skills

How to use this brief

First, this brief highlights the principles of effective CEIAG as evidenced and agreed by the Association of School and College Leaders (ASCL); the Association of Teachers and Lecturers (ATL); the National Foundation for Educational Research (NFER); and the 157 Group.

Second, it outlines how to audit and establish your CEIAG priorities; how to put into practice your plans using some suggested methods and tools; and finally, how to review, evaluate and revise your plan. The brief highlights careers provision for students at secondary schools and colleges; however, we recognise the need to introduce careers education and many careers activities at primary schools as well.

Section A: What are the principles of effective CEIAG?

In addition to adherence to the Department for Education (DfE) guidance, we believe that one of the ultimate aims for schools and colleges must be to make it possible for young people to engage proactively in decisions about their education pathways and their journey to a career. To do this, they need the support of their school; their parents; careers professionals; the local community and employers.

Effective CEIAG will:

- actively encourage and inspire young people to take ownership of their career plans and to consider all options, so that they are able to select the best way forward for their interests, motivations, learning styles, abilities and aspirations
- be actively led by a member of the senior leadership team
- provide transparent, impartial and accessible information on:
 - the resources allocated to, and the content and timing of, CEIAG delivered to young people
 - local (and where appropriate national) education pathways, and labour market opportunities, for young people aged 14, 16 and post-18
 - expectations of collaborative partners; including employers, parents, other educational or training providers and careers professionals
 - the development of employability skills
- support teachers to actively consider links between their subjects and future careers, and to embed careers information into lessons and subjects
- actively consult with young people, parents and staff on CEIAG provision to inform continuing improvement
- ensure that provision meets the quality that a dedicated CEIAG quality award – nationally validated by the Quality in Careers Standards (QICS) – can bring.

We believe that, in order to achieve the CEIAG outcomes (outlined below), the following conditions are necessary:

1. Widespread agreement of the principles of effective CEIAG.
2. Extensive collaboration that always puts the interests of the young person first.
3. Widespread understanding, led by schools' and colleges' senior leaders, that accepts that CEIAG is more challenging and more important for future economic prosperity than previously.

The following table outlines the intermediate outcomes of increasing the prominence and importance of a coherent CEIAG programme (i.e. those that can be achieved more immediately by schools and colleges increasing the emphasis on delivering and evaluating high-quality CEIAG) and the longer-term outcomes (i.e. with increased emphasis on CEIAG, young people and their parents will become more engaged in their educational pathways to future careers). Section B suggests ways to measure progress towards achieving these outcomes.

Intermediate outcomes	Long-term outcomes
<p>Schools and colleges more empowered to:</p> <ul style="list-style-type: none"> ● deliver effective CEIAG ● monitor and evaluate their CEIAG ● engage with labour market information (LMI) and the structure of the local economy ● engage with local employers. <p>More informed parents to guide their children.</p>	<ul style="list-style-type: none"> ● Young people proactive in taking charge of their futures ● Young people's increased engagement, attendance and attainment ● Young people making more informed decisions ● Young people more ready for the world of work ● More young people appropriately engaged in education, employment or training ● Increase in number of young people achieving 'well being' ● Greater widespread understanding of 'lifelong learning' ● An increase in the number of young people confident and resilient to cope with change ● More staff across education aware of their influence on young people ● Careers guidance embedded across the curriculum ● Employers proactively engaged in the world of education.

Section B: How to become a careers-engaged organisation?

Ofsted framework and statutory duty

From September 2013, Ofsted introduced new guidance in relation to CEIAG. The School Inspection Handbook states what inspectors should consider when judging the quality of leadership in, and management of, an institution, for example:

- The extent to which **timely information, advice** and **guidance** provides pupils with a good understanding of the full range of options available to assist them to make informed decisions about their next steps in training, education or employment
- The availability and quality of advice and guidance on career pathways
- The extent to which staff have the necessary qualifications, experience and skills to provide appropriate information, advice and guidance
- How well leaders and managers demonstrate the capacity to bring about further improvement through, for example: how effectively the school works in partnership with other schools, external agencies and the community (including business) to improve the institution, extend the curriculum and increase the range and quality of learning opportunities for pupils.

DfE Statutory Guidance places schools under a duty and colleges under a contractual obligation to secure access to independent careers guidance for their students in school years 8 to 13. This must be presented impartially and must promote the best interests of students. By law,¹ schools have a legal duty to secure independent careers guidance for pupils in years 8–13. This must include information on the range of education or training options including apprenticeships and other vocational pathways; be presented in an impartial manner; and promote the best interests of students. Schools must have regard to statutory guidance published by the Department for Education.² This sets a clear framework for the provision of advice and guidance, and highlights the importance of:

- Inspiring pupils to think more broadly and ambitiously about future education and career options through sustained and varied contacts with a range of employers, mentors, careers advisers, coaches, alumni and other high-achieving individuals.
- Adopting a culture of high expectations to help every young person realise their potential.
- Improving interactions with employers, and increasing numbers of real people from businesses in schools and in contact with pupils.
- Ensuring young people are aware of the value of English and maths, the diversity of science, technology, engineering and mathematics (STEM) careers, the opportunities afforded by prestigious universities for pupils from all backgrounds and the potential for apprenticeships to offer a high-calibre route into employment and higher education in some sectors.
- Giving other providers who wish to do so the opportunity to inform pupils directly about what they offer.
- Working closely with local authorities to identify young people in need of specialist support, for example, those with special educational needs or those at risk of disengaging.
- Using Destination Measures data to assess schools' success in supporting their pupils to take up education or training that offers good long-term prospects.

Departmental Advice published alongside the guidance provides examples of inspiring activities that the government expects to see embedded within a clear framework linked to outcomes for pupils. It also contains details of organisations that help to broker relationships between schools and employers and case studies demonstrating high-quality advice and guidance, so that schools can learn from the best.

Part 1: Audit and establish priorities

When planning your institution's CEIAG, both of the above will need to be taken into account and although Ofsted is a big driving factor, it should not be the primary reason for developing your school's CEIAG. A well-planned programme that is strategically led and embedded within the curriculum, as well as meeting the needs of all learners, should automatically lend itself to meeting the Ofsted framework and statutory duty and destination data requirements. It is important to recognise that careers education is the foundation for effective careers advice and guidance. All four components of CEIAG need to be effectively implemented to maximise impact.

1 www.careersengland.org.uk/careersguidance.php?page=law

2 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302422/Careers_Statutory_Guidance_-_9_April_2014.pdf

CEIAG audit

To gain an overall picture of your institution's current position and to identify areas for further development, carrying out an audit of existing CEIAG is a good starting point. In many institutions there are a number of standalone careers-related activities taking place, but because they are not centrally coordinated, many go unrecognised or are even duplicated by different members of staff. A strategic, coordinated, whole-institution approach is required to maximise impact on young people and outcomes.

School or college CEIAG audit

Strategic	Not yet	Planned	Actioned	Impact
The organisation has a member of the leadership team with responsibility for and an understanding of CEIAG. ³				
The organisation has a member of staff responsible for coordinating CEIAG through phases including transition between key stages.				
The organisation has a CEIAG policy that has been shared among staff and parents.				
An annual CEIAG plan is developed each year and is included or linked to the whole-school or college development or improvement plan (through the leadership and management section).				
The organisation has achieved (or at minimum is working towards) accreditation of its provision of CEIAG using a dedicated CEIAG quality award that has gained national validation under the Quality in Careers Standard (QICS). ⁴ (QICs-Guide-JANUARY-2014-revision)				
The organisation regularly monitors, reviews and evaluates its CEIAG strategy and provision.				
The organisation gathers its own destinations data and evaluates its progression data against national data to identify the impact of its careers plan and areas for improvement.				
A member of the governing body is a local employer.				

Careers education	Not yet	Planned	Actioned	Impact
All students are provided with the underpinning careers education (and work-related learning) that is planned and delivered in line with accepted best national practice. ⁵				
Curriculum time is allocated for the teaching of careers education, preferably from year 7 (but definitely from year 8).				
Students are taught how to access, interpret and use labour market information to help them make informed career choices.				
Careers education is delivered as a cross-curricular theme and embedded into all subject areas across education phases and transition between key stages.				
Students learn about careers and the world of work and are able to match their skills, interests, learning styles and values to requirements and realistic opportunities in learning and work.				
On leaving the institution all students have a CV, personal statement and record of all their academic and extra-curricular achievements. ⁶				
Students have access to career resources and drop-in careers sessions, and there is a careers section on the school's or college's website.				
Parents are made aware of the careers education programme from year 7.				

3 www.ascl.org.uk/professional-development/courses.html

4 www.careersengland.org.uk/quality.php?page=ceiag-quality-awards

5 The accepted best is the CDI *ACEG Framework for careers and work-related education*. See www.the CDI.net/write/CWRE_User_Guide.pdf

6 www.cipd.co.uk/ypemployment

Careers information, advice and guidance	Not yet	Planned	Actioned	Impact
Students are given the opportunity to explore career ideas through face-to-face discussions with a range of people including role models and inspiring individuals , alumni from universities and colleges and mentors and coaches.				
Independent and impartial careers information, advice and guidance can be accessed by any student on request.				
All students receive at least one face-to-face careers interview preferably with a level 6 trained careers adviser.				
All students receive a face-to-face interview at key decision-making points during their education (years 9, 11, 12 and 13) to inform progression and are made aware of all available learning pathways open to them.				
During a careers interview, all students are helped to develop a careers action plan.				
There is a system in place for centrally storing, distributing and following up student action plans.				
Those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one-to-one careers interviews. ⁷				
Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one-to-one careers interviews.				
The institution organises information events for pupils and their parents to which all local providers of education and training are invited and actively engaged in offering advice.				
The institution advertises the open days and evenings for all local education providers to all pupils and their parents throughout education phases and transition between key stages.				
Students are made aware of the National Apprenticeship Service ⁸ and National Careers Service ⁹ and there is a link to both websites on the institution's website or virtual learning environment (VLE).				
Learner views are sought on the best way to offer provision.				

Employer engagement	Not yet	Planned	Actioned	Impact
Employer engagement is integrated in the school's or college's CEIAG programme. ¹⁰				
Students are taught employability skills and given opportunities to practice these skills in real working environments.				
All key stage 5 students are given the opportunity to participate in work experience, which is well-evaluated.				
All key stage 4 students are given the opportunity to participate in work experience, which is well-evaluated.				
Employer volunteers come into the school or college to talk to students about careers, the world of work and the value of employability skills.				
The institution runs events such as careers fairs, which are attended by employers.				
Employers help develop students' employability skills through activities such as interview days, job application feedback and visits to employer sites.				
Employers help to inspire ¹¹ and raise student aspirations ¹² and demonstrate how subject-specific qualifications and subject matter can be related to the world of work.				
Employers are used to mentor young people where appropriate.				

7 <https://www.nfer.ac.uk/publications/INDS02/INDS02.pdf>

8 www.apprenticeships.org.uk

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

10 www.ukces.org.uk/assets/ukces/docs/publications/not-just-making-tea-guide.pdf

11 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/238841/bis-13-1176-inspiration-vision-statement-R2.pdf

12 www.inspiringthefuture.org

Part 2: Implement CEIAG using methods and tools

Using the results of the audit, institutions can identify where their strengths lie and the areas in which there are gaps in provision. Before CEIAG can be planned and implemented, staffing and resources will need to be identified and allocated, as they will play a large role in determining the scope of the careers programme and the amount and quality of one-to-one careers advice and guidance that can be delivered.

Information sources, links and resources

The **Careers Development Institute** (the successor body to the former Institute of Career Guidance and the Association for Careers Education and Guidance) has republished the ACEG Framework. This provides good guidance on planning a careers and work-related education programme. We commend this framework to all schools – it advocates that the CEIAG programme and its planning should aim to ensure that all young learners experience a careers and work-related curriculum, as part of their overall education, that provides:

- continuity and coherence
- sequencing and progression in learning
- breadth and balance
- challenge
- inspiration
- equality of opportunity.

The **National Careers Service** (NCS). The NCS local contractors exist to support schools and colleges by:

- brokering relationships with and between schools, colleges, local communities and employers to help young people benefit from firsthand experience of work and the opportunities available in the local and national labour market
- providing motivating and inspiring experiences so schools and colleges can test out ideas, and inspiring and helping them connect to relevant career opportunities supported by practical information advice and guidance
- adopting a local leadership role by representing careers information, advice and guidance in local strategic partnerships that develop strategies for economic growth, skills development, employment, business and community enhancement
- adding value and depth to the national service by giving young people access to separate specialised information, advice, guidance and resources
- providing support and adviser input to local programmes such as the Skills Show and other career and job fairs and events, as well as helping to bring together local employers (and other key local partners such as training and education providers, the job centre, recruitment and other support agencies) with local schools and colleges.

Other examples of information and resources that can be used in planning, implementing and delivering CEIAG include:

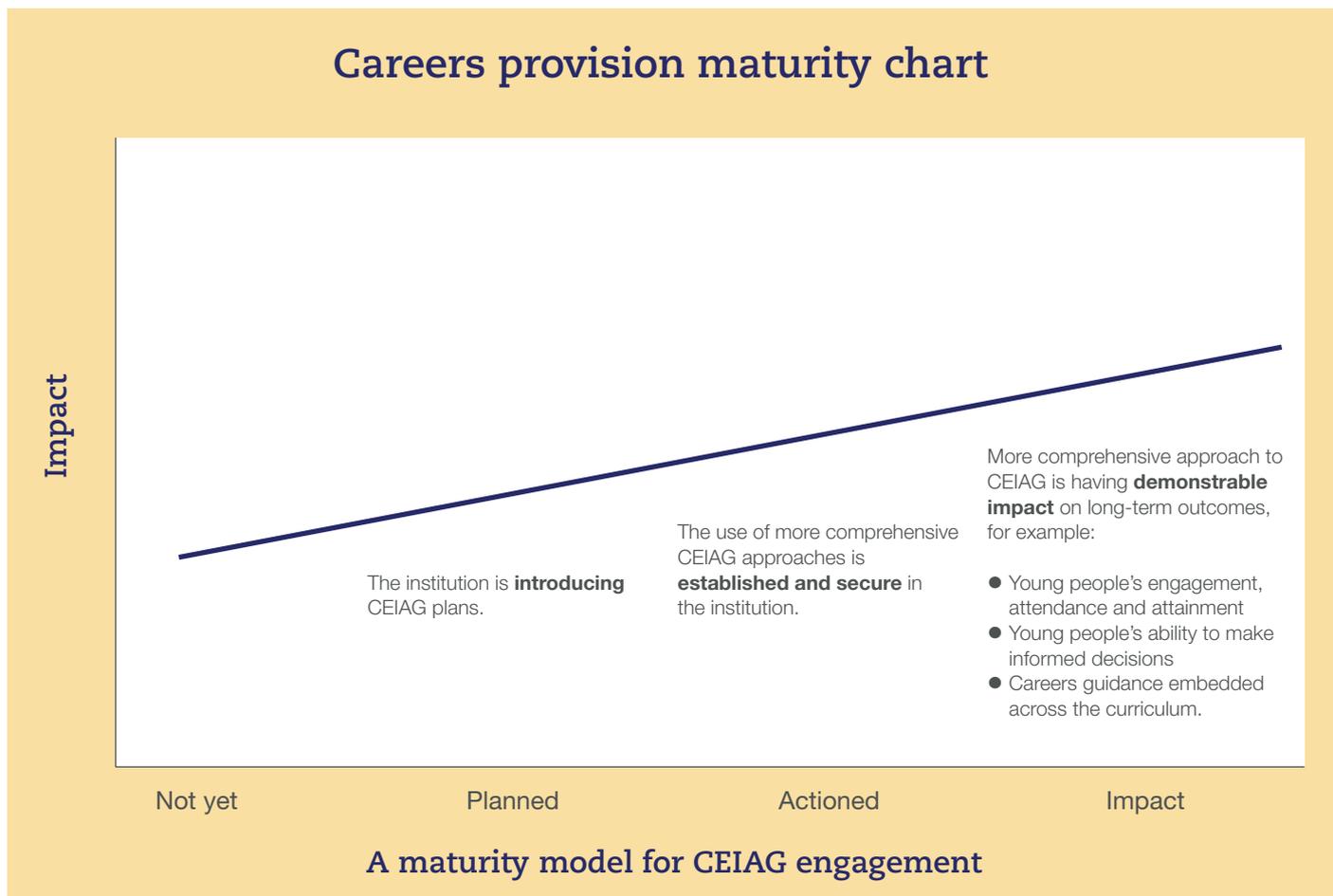
- ASCL Apprenticeship Information
- National Apprenticeship Service
- Inspiring the Future
- The Skills Shows
- CIPD Schools Resources
- Careers England case studies¹³
- NFER case studies¹⁴

13 www.careersengland.org.uk/careersguidance.php?page=casestudies

14 www.nfer.ac.uk/publications/LGCG01

Part 3: Review, evaluate and revise plan

Having carried out an audit of your CEIAG provision and set priorities for inclusion in the school or college development plan, it is a good idea to quality assure your process by self-assessment or by devising formal or informal research alongside your implementation plan. Investing in, and embedding, a cycle of review and revision of CEIAG will enable progression from the planning stage to impact on young people in a systematic way (see audit above), as indicated in the graph below. You might consider a system such as the matrix quality standard¹⁵ or devise your own method of self-assessment as outlined below.



Establishing the focus of your research

The focus of your evaluation and research must link to the priorities you set yourself as a result of the audit of your provision of CEIAG. For example, your careers plan over the next year could include to further:

- develop careers education in years 7 and 8 to ensure that students have the self-knowledge to engage in careers information, advice and guidance in year 9
- analyse progress of pupil premium students
- embed careers information into curriculum subjects in years 10 and 11
- develop careers guidance in year 9 to reflect the expanding choice open to young people
- ensure the impartiality of careers guidance in years 9 and 11
- inform parents about the current educational pathways open to their children
- inform all staff about the current educational pathways post-14
- understand the destinations of young people or progress towards breaking down gender stereotyping
- establish how effective employability education is in preparing young people for local skills needs.

Whatever tools or methods you chose (see part 2 above) to further develop your careers provision, you will want to evaluate progress of your strategy, and deciding on the focus of your research is essential to this task.

¹⁵ <http://matrixstandard.com/the-standard/the-standard>

Choosing a research method

Ultimately, if CEIAG is effective we should see an overall drop in the welfare dependency of young people as more of them successfully make the transition from education to employment. But this is far removed from the direct measurable impact an institution might achieve from introducing a specific careers strategy for its students.

In order for institutions to measure the success of their CEIAG plans, we suggest they could monitor the following data:

1. Young people's, parents' and staff's careers satisfaction and attitude surveys¹⁶
2. The institution's in-house data of young people's destinations
3. Employers' and other providers' data on the preparedness of young people for work or future study
4. Data on young people's attendance and attainment
5. A qualitative review of young people's approach to, and satisfaction with, careers opportunities and aspirations
6. Ofsted inspection grades on the quality of leadership in, and management of, the institution (e.g. "how well leaders and managers ensure that the curriculum provides timely independent information, advice and guidance to assist pupils on their next steps in training, education or employment").

The exact research method selected needs to reflect the selected CEIAG priority and the tools and methods used to implement that priority. Research could be informal (for example, assessing young people's or parents' views) or more formal. Data types 2 and 4 (listed above) can essentially be monitored by setting up a systematic method of data collection; type 5 uses a qualitative method of research (such as focus groups or interviews) that can be used to explore views and attitudes in depth. Data type 1 can use questionnaires or face-to-face interviews to collect information from a wide range of respondents.

Deciding whom to research

Exactly whom you should include in your research will depend on the focus of your research questions. For example, if your priority is to inform parents about the current educational pathways open to their children, it may be that you have provided additional careers information to all young people in year 8. Therefore your sample population will be year 8 parents. Your sample may be one class within year 8 or five children from each class. If you are conducting quantitative research, your findings can be generalised to be representative of all year 8; if your research is qualitative your findings are not intended to be generalised. Again this decision links back to the focus of your research questions.

How to analyse and report the data

It is important that you consider how you are going to analyse your data when you develop your research questions and select your research methods. For example, you may wish to analyse the differences in the responses from girls and boys, so it will be important that you collect that data. Or, in order to compare and contrast the responses from those young people following a more vocational or academic route at key stage 4, you will need to collect this data. For quantitative analysis, you will need to enter the data into a spreadsheet or use a statistical analysis package. For qualitative analysis you will need to organise your data; reduce the data by coding; and group the findings by themes.

To gain more information on NFER's resources that will help you get ideas for research, understand techniques, contribute to your professional development and get recognised for the quality of your research, please visit www.nfer.ac.uk/schools/research-in-schools.

Section C: References

Department for Education (2013). *Statutory Guidance. The Duty to Secure Independent and Impartial Careers Guidance for Young People in Schools* (DFE-00036-2013). London: DfE.

Department for Education (2014). *Careers Guidance and Inspiration in Schools*. London: DfE.

Department for Education and Department for Business, Innovation and Skills (2013). *Securing Independent Careers Guidance. Guidance for General Further Education Colleges and Sixth Form Colleges* (DFE-00080-2013). London: DfE.

McCrone, T. (2013). *Careers Guidance: if not an Annual Careers Plan – Then What?* (NFER Thinks: What the Evidence Tells Us). Slough: NFER.

National Careers Council (2014). *Progress Report 'Six Months On: Culture Change in Careers Provision'*. London: BIS.

Office for Standards in Education (2013). *Going in the Right Direction? Careers Guidance in Schools From September 2012*. Manchester: Ofsted.

¹⁶ www.nfer.ac.uk/schools/nfer-attitude-surveys-pupils-and-parents

Author organisations



Association of School and College Leaders (ASCL)

ASCL is a professional association and trade union for secondary school and college leaders, with a membership of more than 18,000 secondary heads, deputy heads, assistant heads, bursars and business managers, college principals, vice-principals and others with whole-school or college responsibility. ASCL's core purpose is fourfold:

- to provide members with advice, legal support, services and representation
- to engage with governments, employers and other bodies to promote and safeguard members' interests
- to support members' professional development in becoming more effective leaders
- to support members in offering students the highest quality of educational experience.



Association of Teachers and Lecturers (ATL)

ATL is an independent, registered trade union and professional association, representing approximately 170,000 teachers, headteachers, lecturers and support staff in maintained and independent nurseries, schools, and sixth-form, tertiary and further education colleges in the UK. ATL exists to help members, as their careers develop, through first-rate research, advice, information and legal advice.

Following a merger with the Association of College Management in January 2011, ATL has developed AMiE, its leadership section, which provides bespoke materials, training courses and casework support for leadership members in schools and colleges.



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National Foundation for Educational Research (NFER)

NFER is a charity with a reputation worldwide for providing independent and robust evidence for excellence in education and children's services. Its aim is to improve education and learning, and the lives of learners, by researching what is happening now. Its authoritative insights inform policy and practice, offering a unique perspective on today's educational challenges.

NFER works with an extensive network of organisations, all committed to making a difference to education and learners. Any surplus generated is reinvested in research projects to continue NFER's work to improve the life chances of all learners from early years through to higher education.



157 Group

The 157 Group represents 29 of the largest and most influential colleges in the further education sector. It was formed in 2006 in response to paragraph 157 of Sir Andrew Foster's report on the future of FE colleges, in which he argued that principals of large, successful colleges should play a greater role in policymaking. The 157 Group exists to serve its members and to be at the leading edge of the sector more widely on three levels:

- thought leadership – setting out visionary, challenging and radical agendas for how things might be done differently, and better, in the future
- practice improvement – enabling its members to work together to derive experience and knowledge, and to spread good practice for the benefit of all learners and employers
- policy influence – using the experience of its members to directly inform the views of the government and policymakers, government bodies and agencies, academics and other influencers of opinion.

Supporting organisations

We would like to acknowledge the support and guidance from a number of organisations who have kindly given us their views in the drafting of this guide:

- Careers Alliance
- Careers England
- Chartered Institute of Professional Development (CIPD)
- Chichester High School for Girls, Chichester
- Department for Business, Innovation and Skills (BIS)
- Department for Education (DfE)
- Education Employers Taskforce (EET)
- Federation of Small Business (FSB)
- Hele's School, Plymouth
- National Careers Service (NCS)
- Seaton Burn College, Newcastle Upon Tyne
- The Boswells School, Chelmsford
- The UK Commission for Employment and Skills (UKCES).

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