

Statutory Guidance: Impartial Careers Education

October 2009





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This Guidance is for the governing bodies and head teachers of maintained secondary and middle schools (including academies and special schools), for local authorities and for teachers-in-charge of Pupil Referral Units.

Section 45A of the Education Act 1997 requires those to whom this Guidance is addressed to have regard to any guidance issued by the Secretary of State about the way in which they perform their careers education duties.

A "Resources Pack" is available to help schools/Pupil Referral Units (PRUs) to implement this Statutory Guidance. This includes a summary of this Guidance for Governors on their role and responsibilities in relation to Careers Education.

A copy of the Resources Pack is being sent to each maintained secondary and middle school/PRU. Additional copies of materials in the Resources Pack can be downloaded from www.cegnet.co.uk.



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Introduction to the Statutory Guidance

What is the purpose of this Guidance?

The aims of the New Secondary Curriculum are to enable all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.¹

Careers education, supported by personalised information, advice and guidance (IAG), lies at the heart of the educational process and plays an important role in delivering these outcomes. It also has a significant contribution to make to the achievement of the five Every Child Matters outcomes.

This Guidance advises head teachers/teachers-in-charge about how to:

- meet their statutory duties in relation to careers education
- ensure that the young people for whom they are responsible receive the support that they need.

The Guidance has been produced following a formal consultation which took place between 7 May and 30 July 2009. A report on this consultation is available at <http://www.dcsf.gov.uk/consultations/>.

1 curriculum.qcda.gov.uk/.../Aims_of_the_curriculum_tcm8-1812.pdf

What do we mean by “Careers Education” and “Information, Advice and Guidance”?

Careers Education helps young people to develop the knowledge, confidence and skills that they need to make well-informed, thought-through choices and plans that enable them to progress smoothly into further learning and work, now and in the future. In most schools, at Key Stages 3 and 4, careers education is delivered within programmes of Personal, Social, Health and Economic (PSHE) education. Careers education (CE) is also embedded within the wider curriculum and is closely connected to the delivery of the statutory requirement for work-related learning at Key Stage 4.

In this Guidance, the term “information, advice and guidance” (IAG) is used to refer specifically to **personalised** support on learning and work pathways and on other key issues that impact on young people’s ability to develop and progress. Effective, personalised IAG -which may be delivered by a very wide range of people within the school/PRU² and externally- enhances and complements careers education.

Recently published research has concluded that CE/IAG is “... critical to young people’s educational career at three key points: in choosing KS4 options; during KS4 where underachievement or disengagement begins; and in choosing post-16 destinations.”³ It also has an important role to play in preventing disengagement during Key Stage 3, supporting transition to work or further learning at 16 and is an important gateway to personalised learning.⁴ (Every young person, from the Gifted and Talented to those who are struggling including those that fall in between, requires personalised advice that is based upon their individual motivation, ambitions, aspirations and abilities.)

Why are careers education and information advice and guidance so important?

Effective programmes of careers education supplemented by personalised information, advice and guidance provide young people with a structured introduction to the world of work which opens their eyes to new opportunities and which raises their ambitions about what they can achieve in their future lives. Well thought-through decisions about learning and work informed by effective programmes of CE/IAG can increase participation in learning and, in turn, raise attainment and support further progression.

The key role of CE/IAG was recognised in the White Paper, “Your child, your schools, our future: building a 21st century schools system” which introduced a new Pupil Guarantee (which will, in due course, be underpinned by legislation).

2 Subject to the will of Parliament, Pupil Referral Units will be known as Short Stay Schools from September 2010.

3 Pupils with declining attainment at key stages 3 and 4. Research report dcsf-rr086

4 Personalising learning 4: curriculum advice and guidance. David Hargreaves.



This included a commitment that “all secondary school pupils [will] have access to high-quality careers education and information, advice and guidance so they can make informed choices about learning, work and lifestyles and are well supported during transitions.” CE/IAG is also a key component of the 14-19 entitlement set out in *Delivering 14-19 Reform: Next Steps*.⁵

Why is this Guidance necessary?

The Government’s programme of 14-19 reforms and the raising of the age of participation in learning place considerable emphasis on high quality CE/IAG. Young people need help to negotiate the rapidly changing landscape of 14-19 education and training so that they can identify the learning pathway that most suits their interests, their abilities and their learning style and which offers them the best opportunity for success.

Although the focus of this Guidance is careers education in Key Stage 3 and Key Stage 4 (in line with existing statutory duties), the need for impartial advice and guidance is not limited to students of compulsory school age. It is also essential that high quality support is provided within post-16 and post-19 learning provision. This is reflected in the decision of Ministers to extend the existing statutory duty to 18.

Many schools provide their pupils with high quality CE/IAG but research suggests that some schools do not provide impartial⁶ support. There are particular concerns about the quality of the information, advice and guidance provided on certain learning pathways, in particular on Apprenticeships and on routes into the professions. This can be harmful to the interests of individual young people, who may find that they have to switch courses or who may drop out of learning altogether as a result of decisions about learning and career options that were made on the basis of incomplete information or partial advice.

We also know that the quality of the support that young people receive in schools to help them to make decisions about learning and work pathways is variable. The best schools provide excellent support for their young people. But problems in other schools include:

- the allocation of insufficient curricular time to careers education
- the provision of inadequate CPD support for those teaching careers education or providing information, advice and guidance

⁵ *Delivering 14-19 reform: next steps*. Dcsf. 2008.

⁶ “Impartial careers education/information, advice and guidance are independent of any vested interest on the part of those providing them. They are based on a young person’s needs and on accurate, comprehensive information on learning and labour market opportunities. They take equal account of the learning options a school offers and those for which it is not the provider.”

- the allocation of responsibility for careers education to staff who are not given the time and resources, or who lack the authority or training, to oversee and co-ordinate activity effectively.

This Guidance helps schools to address these issues and to ensure that all young people receive the support that they need to progress and achieve to the best of their abilities. Its key components are:

- **“Principles” of impartial careers education** that describe the objectives of careers education (Annex A) and which include short outcome-focused statements which will help schools to understand if the Principles have been met. (Many schools will be aware of the national “Quality Standards” for Young People’s IAG. The “Principles” which in style and approach are similar to the Quality Standards-provide schools with a clear statement of the Government’s expectations of their careers provision in the way that the Quality Standards define the Government’s expectations of local authority commissioned IAG services.)
- questions on post-Key Stage 3 and post-16 learning pathways to which young people require answers (the **“Key Information”**) if they are to develop the knowledge and understanding that they need to make informed choices from the options before them (Annex B).

What is the statutory basis of this Guidance?

All maintained secondary and middle schools (including academies and special schools) and PRUs have a statutory duty to provide a programme of careers education to all pupils in Years 7-11. Maintained secondary schools and academies also have statutory duties:⁷

- to give “careers advisers” (i.e. Connexions Personal Advisers with careers guidance training) relevant information on pupils
- to give “careers advisers” access to pupils and staff for the purpose of providing careers advice and guidance
- to make available a wide range of guidance and reference materials relating to careers education and career opportunities.

The Education and Skills Act 2008 built on these requirements by requiring local authority maintained secondary and middle schools and PRUs, in discharging their statutory duty to provide careers education:

⁷ Academies are exempt from the duties in the Education and Skills Act 2008 to provide careers information in an impartial manner, to give advice that promotes the best interests of pupils and to have regard to statutory guidance in respect of these duties. However, these duties will shortly be replicated in the Model Funding Agreement for new Academies.

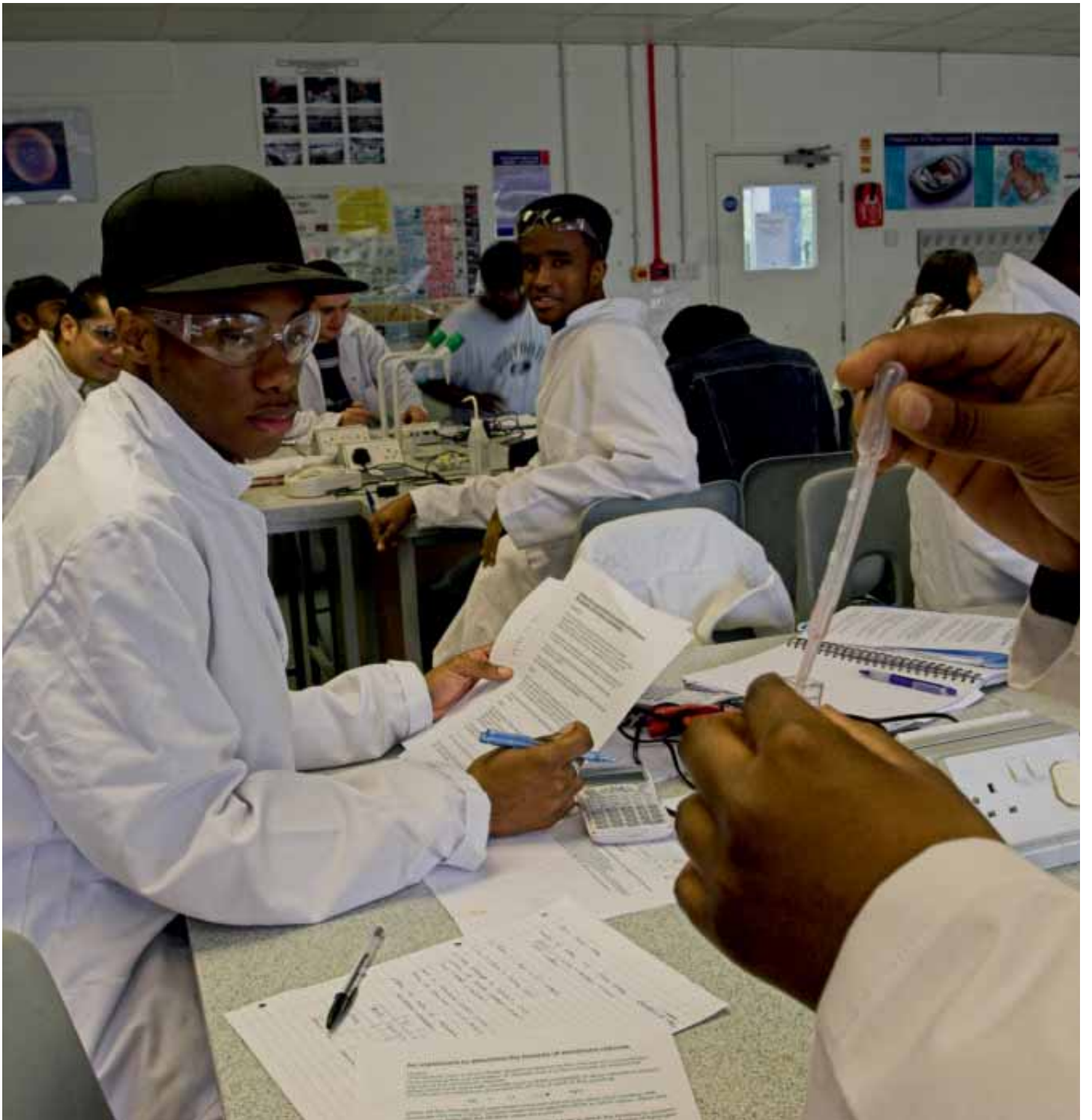
- to provide impartial information and advice which promotes the best interests of pupils and which does not seek to promote the interests of the school over other options
- to ensure that pupils have access to up to date careers information materials that present pupils with a full range of options in respect of 16-18 education or training⁸
- to have regard to Guidance issued by the Secretary of State when complying with their careers education and guidance duties.

Complying with these statutory requirements and having regard to this Guidance is the duty of the governing body of each school and the head teacher or principal. In the case of a PRU it is the duty of the local authority and the teacher-in-charge.

The benefits of high quality, impartial CE/IAG for learners are well documented and we expect that schools will embrace this opportunity to review and improve their provision. However, adherence to this Guidance will also be monitored in three other ways.

1. The Ofsted “Evaluation Schedule” (which sets out what inspectors evaluate) and the school “self-evaluation form or SEF” (which helps schools to self-evaluate their work and is used as a basis for inspection) have both been revised and CE/IAG now influence a range of issues on which inspectors are required to form judgements. (See Appendix 1.)
2. Local authorities/14-19 consortia will, as good practice, establish local arrangements for monitoring adherence to the Principles and for securing continuous improvements in provision and will help and encourage School Improvement Partners to challenge and support schools with this agenda.
3. IAG is included in the new Pupil and Parent Guarantees (to be introduced Sept 2010, subject to the passage of legislation through Parliament), with clear routes of redress for parents where complaints about failures in delivering the Guarantees have not been properly addressed at the local level.

⁸ This duty does not apply to PRUs



What should head teachers do?⁹

Head teachers should think carefully about how careers education/IAG is provided in their school. Annex C identifies a number of issues that they should consider. The effectiveness of careers provision within their school can be assessed by reference to the Principles of impartial careers education and the “Key Information” on learning pathways. A short checklist of 12 key points for head teachers to consider is set out below:

Effective careers education/IAG: 12 point checklist

1. Review how careers education is delivered within the school with reference to the Principles of impartial careers education and the “Key Information” on learning pathways
2. Place careers education/IAG at the centre of the work of the school and communicate its importance. Appoint a senior member of staff to take responsibility for careers education/IAG. Consider the benefits of combining this role with responsibility for creating, managing and developing the school’s relationships with business
3. Provide the responsible senior leader with the autonomy and resources that they need to fulfil their role and agree clear objectives with measurable targets for improvement (as part of a careers education/IAG development plan linked to the school improvement plan) against which the responsible senior leader will be able to review their performance
4. Ensure, where responsibilities are further devolved to a middle leader (the ‘careers leader’ or ‘careers coordinator’), that this person has the skills and knowledge, and is allocated sufficient time, to undertake their duties effectively
5. Put in place consistent and effective arrangements for providing careers education teachers with the knowledge and skills that they need to perform effectively. Ensure that **all** staff – not only careers/IAG specialists – understand the school’s statutory responsibilities and receive the training and support that they need. Consider in particular the support provided for the development of those providing personal tutoring who will be well placed to help develop pupils’ abilities to make decisions between subject and qualification pathways.
6. Provide mothers, fathers and other carers with information about the services that are available to help young people make effective learning and career decisions. Consider the contribution that personal tutoring might make to helping parents/carers to support their children’s decision-making more effectively.

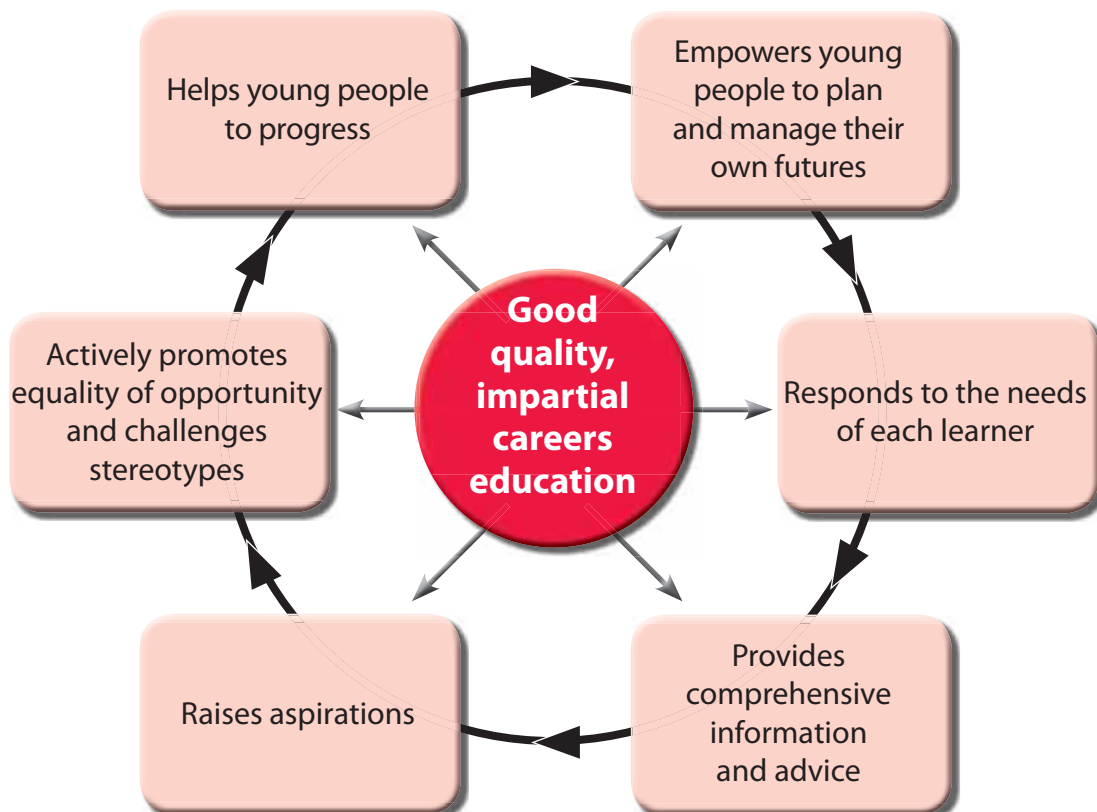
9 Including teachers-in-charge of PRUs

7. Encourage teachers to enliven and enhance their teaching by providing a work related context for their pupils' learning.
8. Consider whether, and how, more emphasis should be placed on experiential learning to inform pupil's understanding of learning and work opportunities. Exploit synergies across the careers education, work related learning, enterprise and financial capability elements of the "Economic Wellbeing and Financial Capability" strand of PSHE education
9. Appoint a "lead" for the local 14-19 Prospectus and ensure that information about school courses is updated at key points during the academic year. Collaborate with local partners to develop arrangements for piloting and introducing the Common Application Process ensuring that learners in Year 11 can apply online through the CAP by 2011
10. Ensure that careers education provision is effective in
 - challenging all forms of stereotyping (e.g. in making choices about learning and work opportunities)
 - opening up access to work related learning for disabled young people
 - promoting access to higher education, particularly from groups which are currently under-represented. (Establish long-term structural links with HEIs in order to raise the aspirations of pupils, parents and teachers and to help pupils apply to higher education)
11. Ensure that learners receive the support they need to gain a suitable place in learning under the September Guarantee
12. Conduct regular internal reviews (engaging at least one governor) of the quality of careers provision and develop a plan to address weaknesses. Encourage the Governing Body to discuss IAG and pupil destinations at least once a year.

Annex A: “Principles” of impartial careers education

Changes made by the Education and Skills Act 2008 require schools, in the delivery of their statutory requirement to provide careers education, to ensure that information about learning options and careers is presented impartially and that advice promotes the best interests of pupils. This Guidance identifies 6 “Principles” of good quality, impartial careers education: namely that it:

- Empowers young people to plan and manage their own futures
- Responds to the needs of each learner
- Provides comprehensive information and advice
- Raises aspirations
- Actively promotes equality of opportunity and challenges stereotypes
- Helps young people to progress



These Principles are set out below accompanied by short outcome focussed statements that clarify the Principles and help schools to understand if they have been met.

Head teachers should use these Principles to review the quality of the careers education provision (supported by personalised information, advice and guidance) within their school.

1. Empowers young people to plan and manage their own futures

Schools will meet this principle if young people:

- 1.1 are able to investigate opportunities for learning and work on their own
- 1.2 are able to interpret information and to identify partiality and bias
- 1.3 make challenging but realistic plans for their future learning and work
- 1.4 recognise barriers to the achievement of their plans and understand how these can be overcome
- 1.5 are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances
- 1.6 feed back that they have the skills that they need to plan and manage their careers.

2. Responds to the needs of each learner

Schools will meet this principle if young people:

- 2.1 understand what motivates them, their strengths and their learning/work preferences
- 2.2 know how to access personalised information, advice and guidance (including from specialist agencies) at times, and in formats, that reflect their needs
- 2.3 understand the skills and qualifications that they need to pursue their ambitions
- 2.4 have an individual learning plan (ILP) that they keep under review and update as they approach each transition¹⁰
- 2.5 influence the design and delivery of careers education/information and advice services
- 2.6 feed back that they have received the personalised support that they have needed to make informed choices.



3. Provides comprehensive information and advice

Schools will meet this principle if young people:

- 3.1 understand the opportunities afforded by, and are provided with easy access to:
 - the Connexions service
 - Connexions Direct
 - the local 14-19 prospectus
 - Apprenticeships Vacancies On-Line
 - other information sources used locally
 - the transition support team (for young people with special educational needs and disabilities)
 - Business Link
 - UCAS and Unistats
- 3.2 understand the full range of learning opportunities open to them within the school and elsewhere (including at local colleges and with work based learning providers)
- 3.3 understand the opportunities for progression to further learning afforded by each course/pathway, including to Higher Education
- 3.4 understand the work opportunities and rewards afforded by each course/pathway
- 3.5 understand the opportunities afforded by self-employment
- 3.6 know how to access information about community and voluntary opportunities
- 3.7 understand, and are able to claim, the financial support that they are eligible to receive to support their learning
- 3.8 understand the concept of labour markets
- 3.9 are aware of opportunities within local, regional and national labour markets
- 3.10 understand their rights and responsibilities at work
- 3.11 feed back that they have had the information and advice that they have needed to make informed choices.

4. Raises aspirations

Schools will meet this principle if young people:

- 4.1 have been positively challenged to consider opportunities that they might not otherwise have considered (e.g. by experiential learning or “taster” sessions and through visits to employers, work based training providers, universities etc.)
- 4.2 set challenging but realistic learning and work goals
- 4.3 understand the benefits of economic independence
- 4.4 have positive expectations of work
- 4.5 understand the benefits of remaining in learning (including in further education, Apprenticeships, other jobs with training and higher education)
- 4.6 recognise when advice provided from informal sources has been shaped by the life experiences of the advice giver and may be inaccurate or incomplete
- 4.7 feed back that they are excited by, and committed to, further learning.

5. Actively promotes equality of opportunity and challenges stereotypes

Schools will meet this principle if young people:

- 5.1 are able to recognise and challenge stereotypical views of opportunities in learning and work
- 5.2 understand that stereotypical decision-making can have financial implications
- 5.3 consider learning and work options that are not generally associated with their school
- 5.4 consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background
- 5.5 make successful transitions when they choose non-traditional opportunities
- 5.6 feed back that they recognise, and reject, learning and work stereotypes.

6. Helps young people to progress

Schools will meet this principle if young people:

- 6.1 understand the relevance to their future lives of each part of the curriculum
- 6.2 understand the progression opportunities (in terms of learning and work) afforded by each part of the curriculum
- 6.3 understand the importance of Key Stage 4 and post-16 subject choices on long term work and career options
- 6.4 can follow applications procedures and prepare for interviews
- 6.5 understand that they are guaranteed an offer of a place in learning after Year 11 and Year 12, and know how to access this offer
- 6.6 understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living
- 6.7 understand the Common Application Process and are able to use it as required when applying for post 16 provision
- 6.8 progress smoothly into further education/training or employment after leaving school
- 6.9 feed back, after leaving school, that they are satisfied with the decisions that they have made.

Annex B: The “Key Information”

Introduction

This part of the Statutory Guidance sets out questions on post-Key Stage 3 and post-16 learning options to which young people require answers (the “Key Information”) if they are to develop the knowledge and understanding that they need to make informed choices from the options before them.

The “Key Information” should be provided to young people in a structured way within the school’s programme of careers education. The Resources Pack accompanying this Statutory Guidance contains a range of resources that will help careers education teachers to do this. These resources will be updated regularly to ensure that schools have ready access to the information about post-Key Stage 3 and post-16 learning options that their pupils need.

The presentation of options should emphasise the value of each route and avoid judgements about the superiority or inferiority of different qualifications as this can intensify feelings of disengagement and de-motivate pupils. The purpose of the “Key Information” is to provide young people with impartial (and timely) information that will help them to make decisions that are right for them.

Although the “Key Information” on post-Key Stage 3 and post-16 pathways is presented as a list of questions schools should not deliver the answers to these questions **solely** through teacher-led classroom based information giving exercises. Young people greatly value more innovative approaches to informing their decision making (e.g. visits to employers and discussions with peers) and schools should build these opportunities into their plans for providing their pupils with the “Key Information”.

In particular, strong local partnerships between schools, 6th form colleges, FE colleges, HEIs and work based learning providers, involving visits and talks to **all** pupils, are the most effective way of ensuring that careers education provision is genuinely impartial. In the best schools this will lead to the development of links between staff in the school and at other providers that will enable careers education teachers to develop an understanding of wider education and training options, thus helping them to be much more effective when providing information and advice to their pupils on learning and work options.

Referring pupils to websites to gather information for themselves is NOT a sufficient approach to providing the “Key Information”. However, schools should refer their pupils to local on-line 14-19 prospectuses which are being developed to include feedback from young people on post-16 routes that they have taken.



It is also important that young people are provided with information about the local, regional and national labour market so that their post-Key Stage 3 and post-16 choices are informed by an up to date understanding of related work opportunities. The Connexions service can provide schools with help in accessing appropriate local and national labour market information.

The Four National Learning Routes

The cohort of 11 year olds who started secondary school in September 2009 will be the first who will all continue in learning until the age of 18. (Current Year 8s will all continue in learning until they are 17.)

It is the Government's intention that, by 2013, the majority of young people will access qualifications through one of four national learning routes:

- Apprenticeships
- Diplomas
- Foundation Learning (for those at entry level and at level one)
- GCSEs and A levels

These routes will offer each young person the opportunity to engage in learning that meets their needs and preferences and which will help them to develop the knowledge and skills that they require to progress to further learning and into work.

This approach responds to concerns that the current qualifications¹¹ offer is often confusing for young people, that there are too many options and that not all qualifications support progression. To improve the coherence of the offer it is also the Government's intention that, from September 2013, the majority of 'stand-alone' qualifications (i.e. those qualifications, often vocational or vocationally-related, which are delivered independently of the four routes described above) will not be eligible for public funding in their current form. There may be exceptions to this rule but only where awarding bodies demonstrate that a "stand-alone" qualification meets a learner need that cannot be met through the four national routes. DCSF has put in place new arrangements to consider which "stand alone" qualifications should be eligible for public funding for delivery to 14-19 year olds.¹²

11 A list of current qualifications eligible for public funding can be found on the DCSF website at <http://www.dcsf.gov.uk/section96/>

12 For more information on the Joint Advisory Committee for Qualifications please see <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=3&pid=452&ctype=None&ptype=Contents>

These arrangements, together with ongoing work by awarding bodies to realign their qualifications for delivery through the national routes¹³ will, over the period 2009-2013, gradually reduce the number of “stand-alone” qualifications available to young people. This will also affect choices for young people who want to undertake part time learning.

During this transitional period young people should continue to receive information about “stand-alone” qualifications but it is important that head teachers ensure that their staff keep abreast of changes to the qualifications offer so that pupils receive accurate and up to date information and advice.

Choices at age 16

The choices open to young people who want to leave school at 16 will also be changing. From 2013, when the participation age will rise to 17, all young people will need to be in some form of learning post-16. From 2015 all young people will need to participate in some form of learning until they are 18. Those young people who choose employment at 16 will be required to undertake at least 280 guided learning hours of education or training per year. (This equates to approximately one full day per week.) Their education or training will also need to be accredited.

Until 2013 young people -whether employed or unemployed- will not be required to undertake learning post-16. However, it is important that young people who do not intend to stay in learning post-16 are advised of the risks associated with this and are made aware of the substantial body of evidence that shows that participation in education and training leads to longer term benefits including higher wages.¹⁴

The “Key Information”

To make informed decisions about the learning pathways that are right for them, young people need “Key Information” on each suitable route. Some of the questions to which young people are likely to require answers to inform their decision making are set out below.

The Key Information has been designed primarily to inform young people’s post-16 options decisions but many of the questions are also applicable to decisions made in Key Stage 3 about Key Stage 4 options. In deciding what to study in Key Stage 4 young people need not only a realistic expectation of what a course entails and guidance to help them to match subject and qualification choices to their ability and potential, but also information about their post-16 options and how decisions taken at this time might impact on future choices. Every young person is different and – as in every other part of the curriculum-careers education needs to be responsive to the needs of individuals. It would be

13 For example as Additional or Specialist Learning within Diplomas

14 Walker, I. and Zhu, Y. (2003). ‘Education, earnings and productivity: recent UK evidence’, *Labour Market Trends*, 111, 3, 145-151. [online]. Available: http://www.statistics.gov.uk/downloads/theme_labour/LMT_March03_revised.pdf

unduly prescriptive to expect every young person to be provided with the same level of information on each route. For example, some young people will require detailed information about Foundation Learning whilst others, expected to progress comfortably into level 3 provision, will need only basic information about its purpose and scope. However, the general assumption of schools should be that young people **typically** require answers to the questions set out below and, in particular, that **all** young people capable of progressing into Level 3 provision require the “Key Information” on Apprenticeships, Diplomas, A levels/GCSEs and Higher Education.

Qualifications/Pathways

Apprenticeships

Young people need answers to the following questions...

- What is an Apprenticeship? What levels are there? How long do Apprenticeships take? Do you have to have a job to be an apprentice?
- How old do I have to be to undertake an Apprenticeship?
- How do Apprenticeships fit with Foundation Learning, GCSEs/A Levels and Diplomas? Who are they for?
- What are the benefits of taking an Apprenticeship? Why would I choose to do an Apprenticeship rather than A-levels or another form of full time education?
- How are Apprenticeships valued by employers? What kind of work will an Apprenticeship prepare me for?
- How will I work and study at the same time?
- What qualifications would I take as part of an Apprenticeship? How are they assessed?
- What are functional skills? How are they covered in Apprenticeships?
- Which sectors are Apprenticeships available in? Which Apprenticeships are most in demand? Why? Where can I find out about the wages I can expect to earn as a qualified apprentice in [local area] in different sectors?
- Can I go to University after taking an Apprenticeship? How can I find out more?
- What pay/support will I receive for taking an Apprenticeship? Do I pay tax and NI?



- How can I find out more about Apprenticeship opportunities in my local area? What are the entry requirements/selection procedures? What is Apprenticeships Vacancies On-Line?
- How can I find out more about what young people taking Apprenticeships think of their courses?

Diplomas

Young people need answers to the following questions....

- What is a Diploma? What levels are there? How long do Diploma courses take?
- How do Diplomas fit with Foundation Learning, GCSEs/A Levels and Apprenticeships? Who are they for? What can I do after taking a Diploma? Can I do an Apprenticeship after taking a Foundation or Higher Diploma? If I have done a Diploma how will that help me if I decide to go for an Apprenticeship?
- What are the benefits of taking a Diploma? How are Diplomas valued by employers?
- What kind of work will taking a Diploma prepare me for?
- What are the components of Diplomas? What is meant by “principal learning” and by “additional and specialist learning”? What is a Foundation Project, a Higher Project and an Extended Project? What work experience can I expect?
- How are Diplomas assessed and graded?
- What are functional skills? How are they covered in Diplomas?
- Which sectors are Diplomas available in?
- Can I go to University after taking an Advanced Diploma? How can I find out more? Why is it important to think carefully about what I do in the “additional and specialist learning” component of a Diploma? Are some Diplomas more highly valued by HE than others?
- What is a Progression Diploma?
- What funding/support will I receive for taking a Diploma?
- How can I find out more about opportunities to study Diplomas in my local area? What are the entry requirements/selection procedures?
- Are Diplomas only for people who want a future career related to the line of learning? Will taking a Diploma limit my options for the future?

- How can I find out more about what young people taking Diplomas think of their courses?

Foundation Learning

Young people need answers to the following questions....

- What is Foundation Learning? Who is it for? What levels does it cover? What qualifications could I get?
- How long do Foundation Learning programmes last? How quickly could I progress onto other courses/an Apprenticeship? How is Foundation Learning valued by education and training providers?
- If I don't quite meet the entry criteria for the course(s) I want to take/an Apprenticeship is Foundation Learning my only option? Can I retake GCSEs?
- What is the difference between Foundation Learning and a Foundation Diploma?
- Is Foundation Learning valued by employers? What kind of work will Foundation Learning prepare me for?
- What are functional skills? How are they covered in Foundation Learning?
- How can Foundation Learning help me prepare for independent living or supported employment?
- What funding/support will I receive on Foundation Learning?
- How can I find out more about opportunities to study Foundation Learning in my local area? How do I enrol?
- How can I find out more about what young people taking Foundation Learning think of their courses?

GCSEs/A levels

Young people need answers to the following questions....

- What are GCSEs/A levels/the Extended Project? How long do they take? Who are they for?
- How are GCSEs/A levels/Extended Projects assessed? What are AS levels?
- What are applied GCSEs and A levels?

- How do GCSEs/A Levels fit with Foundation Learning, Diplomas and Apprenticeships? Can I do an Apprenticeship or a Diploma after taking GCSEs or A levels? Can I take A levels if I have done a Higher Diploma?
- What are functional skills? How are they covered in GCSEs?
- What are the benefits of taking GCSEs/A Levels/Extended Project? How are GCSEs/A Levels/Extended Project valued by employers? What kind of work will taking GCSEs or A levels prepare me for?
- How can I find out which GCSEs or A Levels I should study if I am interested in pursuing a particular course at university or a particular career?
- What subjects can you study at GCSEs/A Levels?
- How are A levels/Extended Project valued by Universities? Why are GCSE/A level subject choices important if I want to go to University? Are some A levels more highly valued than others by Universities? How can I find out more?
- What funding/support will I receive for taking GCSEs or A Levels?
- How can I find out more about GCSEs and A level courses in my local area? What are the entry requirements/selection procedures?
- Which GCSEs and/or A levels can I take as part of "Additional Specialist Learning" for the Advanced Diploma?
- How can I find out more about what young people taking GCSEs and A levels think of their courses?

Part time learning or training

Young people need answers to the following questions....

- What is meant by "employment with part time learning or training"?
- Under what circumstances can I learn/train part time?
- What are the benefits of continuing to learn/train once I have a job?
- What qualifications can I get whilst I work?
- What is the difference between employment with part time learning/training and an Apprenticeship?



- Are there courses/qualifications I could take whilst working that would allow me to go on to Higher Education? How can I find out which of these courses would be valued by Universities?
- What pay/support will I receive for part time learning/training whilst working?
- What pay/support will I receive for part-time learning if I don't have a job? How will this affect my benefits?
- How can I make sure my employer supports me?
- How can I find out more about part time learning/training opportunities in my local area? What are the entry requirements/selection procedures?
- How can I find out more about what young people who chose to work and to learn/train part time think of this option?

Higher Education¹⁵

Young people need answers to the following questions....

- What is Higher Education?
- What are the benefits of Higher Education?
- How is Higher Education valued by employers?
- What qualifications can you get through Higher Education? What are foundation degrees? What are honours degrees? What are joint honours?
- What post-graduate courses are available?
- How long do Higher Education courses take? How are they assessed?
- What subjects can you study in Higher Education? Where can I find out more about the courses that are available?
- Which courses are hardest to get into? Why? How can I find out about entry requirements/selection procedures? What is the UCAS points system/tariff? How does it work?
- Where can courses in Higher Education be studied? Do I have to move away from home to study an HE course?

15 The "Key Information" also includes Higher Education as decisions made at 16 can have significant implications for choices at 18 and later when young people apply to Higher Education (e.g. some degree courses require study of specific courses at A level or as part of "Additional and Specialist Learning" within Diplomas).

- What does Higher Education cost? What support is available? What financial support can be available for me if I choose to move away from home to study?
- How can I find out more about what young people in Higher Education think about their courses?
- What are the career implications of course choices? Which careers are entered by graduates from particular courses? What are the employment and progression success rates of different courses? For which career paths are particular courses required or preferred?

Current “Stand-alone” qualifications

Young people need answers to the following questions....

- Where can I find out about other qualifications that are available in my local area?
- How can I find out how “x” is different from an Apprenticeship/Diploma/ A level/GCSEs?
- How can I find out if “x” is valued by employers or about the kind of work it will prepare me for?
- How can I find out how “x” is valued by Universities?
- How can I find out what funding/support I will receive for taking “x”?
- How can I find out more about entry requirements/selection procedures and assessment arrangements for “x”?
- How can I find out more about what young people taking “x” think of their course?

Annex C: Issues for head teachers to consider in providing high quality careers education

A whole school approach

The National Curriculum is now slimmed down and less prescriptive giving schools greater flexibility to meet the needs of pupils. Head teachers should review how careers education is delivered in their school with reference to the Principles of impartial careers education and the “Key Information” on learning pathways.

The most effective schools take a “whole school” approach to providing young people with the help and support that they need.

A “whole school” approach to providing young people with the knowledge, confidence and skills that they need to make effective decisions about learning and work involves:

- providing high quality programmes of careers education
- embedding information about learning and work pathways into the wider curriculum.
- supplementing careers education provision with arrangements for providing individual young people with personalised information, advice and guidance.
- establishing effective partnerships arrangements with external IAG providers.

Within a “whole school” approach it is important that young people are given the opportunity to develop the skills that empower them to plan and manage their own futures (Principle 1). Many schools use “drop down days” – i.e. the normal timetable is suspended – to deliver careers education and these can be valuable in providing pupils with exciting and innovative careers based activities. However, drop down days are insufficient, in isolation, to develop the skills and understanding that young people need to plan and manage their careers effectively.



Head teachers should look particularly critically at how careers education is delivered in Years 7, 8 and 9 when young people form more realistic ambitions about their future but when the support available from Connexions may be limited. At this stage the influence of peers and wider society also increases in importance and some young people disengage from learning.¹⁶ Year 9 can be particularly important as this is when, in most schools, young people make key decisions about 14-19 options.¹⁷

Active and committed leadership

A whole school approach to careers education/IAG requires the active and committed leadership of school leaders. The National Council for Educational Excellence (NCEE) recently recommended¹⁸ that all schools should appoint “a senior member of the school staff ... to take responsibility for careers education and guidance.” Research undertaken by the then Department for Innovation, Universities and Skills¹⁹ also emphasised the important role played by senior leaders in “set[ting] the tone by pushing a consistent and clear focus on longer-term progression as a whole-school priority.” This report also stressed the importance of head teachers strongly communicating their support for the “designated leader” of this agenda and of providing that person with the autonomy and resources that they need to fulfil their leadership role.

Other recent research draws similar conclusions:

“[Head teachers and leadership teams in the most effective schools] had a vision for IAG that placed it at the centre of the work of their schools and... leaders of these schools communicated that vision relentlessly.”²⁰

“Where provision was most effective in raising young people’s aspirations and stimulating... curiosity about the world beyond school, this was frequently due to the active involvement of senior managers and effective local partnerships involving good links with employers.”²¹

“Considerable numbers of ... teachers, careers co-ordinators and Connexions personal advisers identified the importance of having sufficient involvement and support of a member of the senior leadership team.”²²

16 “Engaging all young people in meaningful learning after 16: a review” Haywood, Walker, O’Toole, Hewitson, Pugh and Sundaram. LSN and Skill; EHRC. 2009.

17 Schools that ask their pupils to make key decisions about their options in Year 8 will need to consider the adequacy of their arrangements during that year in particular for preparing young people for their decisions.

18 <http://www.dcsf.gov.uk/ncee/>

19 Raising Young People’s Higher Education Aspirations: Teachers’ Attitudes. DIUS Research Report 09 01

20 The National College for School Leaders and Children’s Services. October 2009

21 Ofsted. Moving Through the System. To be published

22 National Foundation for Educational Research: Careers Coordinators in School. To be published.

Senior leaders with overall responsibility for ensuring high quality careers education and IAG may choose to devolve some of their responsibilities to a middle leader (the 'careers leader' or 'careers coordinator'). This can be an efficient use of the school's resources. But it is important that -if responsibilities are to be devolved- senior leaders ensure that the careers coordinator has the skills and knowledge, and is allocated sufficient time, to undertake their duties effectively. Research suggests that most careers coordinators feel that, currently, they do not have enough time to dedicate to careers coordination.²³

The NCEE also recommended that "schools and colleges should identify a member of the leadership team to be responsible for creating, managing and developing relationships with business." This was reinforced in the White Paper, "Your child, your schools, our future: building a 21st century schools system" which set out an expectation that "every school [will]... develop effective relationships with employers and have a member of the governing body and senior leadership team responsible for business partnerships." The strong links between careers education and work-related learning mean that there can be benefits in combining these two roles.

Head teachers will also want to ensure, when allocating responsibilities for careers provision to a member of the senior leadership team, that clear objectives are agreed with measurable targets for improvement against which that person will be able to review their performance. The development of a CE/IAG development plan, linked to the school improvement plan, should normally be a key part of the senior leader's role.

Workforce development

Effective teaching and learning, and thorough assessment of learning, are central to the success of careers education just as much as they are for any other subject within the curriculum. Developing the capacity of the school's workforce to deliver effective programmes of careers education and personalised IAG is a key challenge for school leaders.

Careers co-ordinators

The knowledge and skills of the careers coordinator can be critical to the overall effectiveness of CE/IAG within a school. Head teachers should ensure that careers coordinators receive the help and support that they need to undertake their jobs effectively.

Recent research points to many careers co-ordinators receiving inadequate training and support - as many as one in six careers coordinators do not feel up to date with recent changes in CE/IAG²⁴ and many would benefit from additional training to develop the skills and competences they need to perform effectively. Annex B of this Guidance describes changes to the national offer of 14-19 qualifications. It is particularly important that careers co-ordinators keep abreast of these changes and that they provide effective and up to date support on these issues for others involved in providing careers education. The local Connexions service should be able to provide advice and support to help schools to develop the skills and knowledge of careers co-ordinators.

Teachers of careers education within PSHE education

Ofsted have recognised that where schools have specialist teachers of PSHE education, the overall achievement of pupils is good or better.²⁵

“While tutors have an important role in pupils’ personal and social development, requiring them also to teach PSHE [education] creates difficulties for the tutor and their pupils... Many teachers who are good tutors do not have the knowledge and the understanding of appropriate teaching methods for many PSHE [education] topics... Pupils quickly notice a teacher’s lack of knowledge or enthusiasm for the subject; they react negatively or are simply embarrassed.”²⁶

Head teachers should consider making plans for establishing dedicated teams of specialist PSHE education teachers.

In the meantime, where it is not possible to move quickly to such an arrangement, head teachers should put in place consistent and effective arrangements for providing their careers education teaching team with the knowledge and skills that they need to perform effectively. The Training and Development Agency for Schools (TDA) has produced guidance and resources to support careers education teachers and other school staff with responsibilities for providing young people with information and advice about learning and work – see <http://www.tda.gov.uk/teachers/iag/>. Connexions will also provide support.

The classroom materials included within the Resources Pack accompanying this Statutory Guidance have been developed to make it easier for “non-expert” careers education teachers to deliver key learning outcomes from careers education programmes specified in this Guidance.

24 *ibid*: National Foundation for Educational Research

25 HMCI Para 329

26 Time for change? Personal, social and health education: Ofsted, 2007

Other workforce issues

Questions about learning and work pathways are not always addressed to careers specialists. All teachers (and some support) may be asked to provide information and advice on 14-19 pathways and on learning and progression pathways from their own specialist subject, including into Higher Education and into work. It is helpful for all teachers develop their understanding so that they can support their pupils effectively. It is also important that non-specialists recognise the limits of their own knowledge/understanding and know when, and how, to refer young people to others for expert advice.

Whilst the importance of providing teachers with up to date knowledge of progression opportunities was made clear in recent research,²⁷ evidence suggests that many teachers still lack knowledge and skills. In November 2008, a YouGov survey of teachers and lecturers in secondary schools, sixth form colleges and further education colleges revealed that more than 56 per cent of the teachers surveyed rated their knowledge of Apprenticeships as “poor”.²⁸ In a recent survey over a quarter of respondents were not aware of **any** careers related training for teachers in their school.²⁹

It is the responsibility of the head teacher to ensure that **all** their staff -not only careers/IAG specialists- understand the school’s statutory responsibilities and receive the training and support that they need. A dedicated staff development day linked to the 14-19 reforms can be an effective way of helping staff to develop the knowledge and understanding that they will need to meet the school’s statutory duties. Ideally this will include opportunities for teachers to meet and talk to people who are (or have recently been) apprentices, Diploma students and other learners in further education.

Head teachers should consider in particular the support that they provide for the development of personal tutoring. From September 2010 every secondary school pupil will receive personal tutoring from a single, named member of staff who knows them in the round. That member of staff will support the pupil through the transition from primary to secondary school and, wherever possible, throughout their secondary school career. The detailed activities to be carried out as part of personal tutoring will be determined by individual schools but personal tutoring will be key to understanding what motivates each young person and to providing truly personalised learning. Staff providing personal tutoring will be well placed to help develop pupils’ abilities to make decisions between subject and qualification pathways, both by providing a “first line” of information and advice to young people themselves and by referring young people swiftly to a wider range of expert IAG services when specialist help is required.

27 Raising Young People’s Higher Education Aspirations: Teachers’ Attitudes.
DIUS Research Report 09 01

28 YouGov / Edge Survey: Apprenticeships 2008

29 *ibid*: National Foundation for Educational Research

A briefing note for school staff explaining the importance of careers education and the school's statutory responsibilities to provide impartial support is included within the Resources Pack.

Effective collaboration in local partnerships

Effective local partnerships are at the core of plans to raise the age of participation in learning and to deliver the Government's commitment that every 14-19 year old should have access to the learning that is best suited to them, in a setting appropriate to what they are learning, and where standards are assured.

"Schools, colleges and training providers will increasingly be working together with local authorities and other local agencies to deliver an entitlement [to the right learning opportunities and support] that goes beyond anything an individual school (or even most colleges) could deliver acting alone."³⁰

Local partnerships between schools and other learning partners and with wider children's services are also essential for the effective delivery the Pupil and Parent Guarantees described in "Your child, your schools, our future: building a 21st century schools system" and for the delivery of the 14-19 learning entitlement. ("Delivering the entitlement for all young people will require strong institutions collaborating in deeper, broader partnerships.")³¹

The provision of impartial information, advice and guidance is a keystone of effective collaboration between local partners. Head teachers should work closely with other schools, with colleges and with other external agencies locally to identify, share and implement best practice on CE/IAG.

Although this guidance is focused on Key Stage 3 and Key Stage 4 -in line with the existing statutory duties on schools to provide careers education- building real world experiences into the curriculum and making links between learning in school and work is also important in Key Stage 2. Changes to the primary school curriculum emphasise that children should learn how education and training can improve their opportunities in later life, and should be encouraged to learn about the pathways they might take in the future through secondary, further and higher education. Head teachers will want to make sure that links with feeder primary schools to support transition ensure that local careers related provision across Key Stages 2-4 is coherent.

Links with higher education institutions (HEIs) are also important. Young people whose families have experience of higher education often receive informal support and guidance to encourage them to aspire to higher education and to apply. Young people who do not have this advantage rely on support from their school or Connexions. Schools and HEIs should establish long-term structural

30 Youth Matters Next Steps. DCSF

31 Delivering 14-19 Reform: Next Steps. DCSF. 2008.



links (through the local 14-19 Partnership as appropriate) to raise the aspirations of pupils, parents and teachers, and to help pupils apply to higher education.³²

Effective local partnerships (with Connexions, the third sector and with Aimhigher) can also help schools to support young people at risk of disengagement from learning as they move from Key Stage 4 into post-16 activities. This can be a challenging time for young people and support is vital. Transition mentors³³ can help young people to progress to the next stage of learning and sustain participation. Schools should consider providing this kind of support to the most vulnerable young people.

Close liaison between the school and the local authority is also essential for the delivery of high quality CE/IAG. The IAG Quality Standards³⁴ (which define the Government's expectations of the IAG services that local authorities commission and manage) emphasise the importance of consultation with schools and other learning providers prior to the commissioning of services.

An effective partnership with Connexions should be at the centre of a school's plans for ensuring that pupils receive effective and impartial support. A local Partnership Agreement between the school and Connexions should underpin the day to day delivery of services. This Partnership Agreement should:

- be based on a realistic assessment of need
- identify priorities
- set out clearly the roles and responsibilities of each partner
- explain how Connexions will help the school to provide effective careers education within PSHE education and across the wider curriculum
- include performance indicators (for the school and for Connexions) that help with the evaluation of provision and the improvement of services
- set out plans for the regular review of the effectiveness of the Agreement (including for collecting feedback from young people and from their parents/carers about the quality of services)
- include a longer term development plan based on the findings of the previous year's review of provision.

32 New Opportunities: Fair Chances for the Future. Cm 7533. January 2009 White Paper

33 Case studies on transition mentors can be found at <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=42&pid=456&ctype=None&ptype=Contents>

34 Available for download from www.cegnet.co.uk

The local Partnership Agreement with the Connexions service should be a key component of any school's strategy for improving the support that they provide to their pupils and it is good practice for the head teacher to endorse the agreement personally. A model Partnership Agreement is in the Resources Pack that accompanies this guidance.

Helping parents and carers to support their children

Mothers, fathers and other carers can make a critical contribution to their children's success at school and they remain the single most important influence on young people's learning and on their career choices.³⁵ But the support that young people receive from their parents/carers varies widely and this can have the effect of reinforcing disadvantage and act as a barrier to participation in learning. Raising their aspirations for their children of families who do not value education and training is a key challenge for schools.

Providing parents and carers with a better understanding of the services that are available to help young people make effective learning and career decisions can help to improve their engagement with those services. The intention to introduce an IAG Guarantee underpinned by legislation and linked to the "Parent Guarantee"³⁶ reflects this. The Parent Guarantee will "ensure that schools work with mothers, fathers and other carers as full partners in their child's learning and wider development". This will involve giving every parent "opportunities, information and support to exercise choice with and on behalf of their child" and includes providing parents with "high-quality information and advice on the career and subject choices open to their child".

Engaging parents and carers in helping them to help their children make well informed and well thought-through decisions about learning and work may require new and innovative approaches locally. As mentioned earlier the Government is committed to ensuring that (from September 2010) every secondary school pupil receives personal tutoring by a named member of staff. Staff providing personal tutoring will be the main point of contact between a parent and the school. They will be expected to know the pupils they are tutoring well and to help them to achieve their potential. Schools will organise their personal tutoring arrangements in different ways but head teachers should consider the contribution that personal tutoring might make in helping parents/carers to support their children's decision-making more effectively. Head teachers should also consider how they might embed information and advice on learning and work opportunities into parents' evenings. (Only around 40% of parents feel that they know enough about modern qualifications to give their children proper advice about what to do.)³⁷

35 YCS and LSYPE: The activities and experiences of 16 year olds. England 2007". DCSF Statistical Bulletin, June 2008.

36 "Your child, your schools, our future: building a 21st century schools system". DCSF. 2009.

37 Young People Not in Education, Employment or Training; Evidence from the Education Maintenance Pilots Database", J Rennison, S Maguire, S Middleton, K Ashworth (DFES Research Report 628, 2005)

The Resources Pack linked to this Statutory Guidance contains a DVD that provides parents and carers with a basic introduction to the post-16 pathways that their children can follow. The “Choices” booklets, (“Which way now” for Year 9s and “It’s your choice” for Year 11s) also contain pull out supplements to help parents understand their children’s options. And Connexions Direct, www.connexions-direct.com, provides additional information for parents and an opportunity to talk directly with trained advisers.

Head teachers should use these resources to help parents and carers to support children in their school more effectively as they make choices about further learning during Key Stages 3 and 4 from the extensive menu of opportunities available. However, whilst resources produced centrally can be helpful in raising the awareness of parents and carers about the range of learning pathways available they are not sufficient on their own to meet the commitment in the Parent Guarantee. Parents and carers also need information and advice that enables them to consider options in the local context. In particular, they need to know where they can go for more detailed information, advice and guidance about local learning and work opportunities. Head teachers should review the effectiveness of their current arrangements for informing parents/carers about local learning opportunities and consider how these could be improved. In doing so they should bear in mind the literacy level of the local target audience and ensure that materials reflect this.

All parents/carers should, as a minimum be made aware of local Connexions services and the information available on line, in particular through the local 14-19 Prospectus, Connexions Direct and Apprenticeship Vacancies On-Line. Schools should also consider arranging (or encouraging) parents of young people to visit FE colleges and other training providers including HEIs so that they are better able to support their children’s choices.



Embedding information about learning and work pathways into the wider curriculum

Young people are more motivated to learn and achieve if they understand the relevance to their future lives of their learning. For example, recent research has pointed out that, in managing underachievement and disengagement, it is important to underline and make real the importance of attainment during Key Stage 4 for post-16 destination options. Subject teachers can support attainment and progression by explaining opportunities in learning and in work that can be accessed through more advanced study.

“When reflecting on post-16 options, young people expressed regret at not having understood sooner that a minimum number of GCSEs was required for most college courses, work based learning settings, and ‘decent’ jobs.”³⁸

To date, particular progress has been made in showcasing the exciting careers available to young people studying STEM -Science, Technology, Engineering and Mathematics- subjects and a range of materials can be drawn down from www.futuremorph.org. Similar approaches can, and should, be taken to support the teaching of other subjects. The Qualifications, Curriculum and Development Agency (QCDA) is developing guidance which will help teachers make connections between national curriculum subjects/courses and progression through learning and work. This guidance will be available on the QCDA’s website (www.qcda.gov.uk/) in April 2010.³⁹

The TDA has commissioned subject associations to produce career related subject resources to support the embedding of careers education within English, languages and history lessons. These resources⁴⁰ link directly to relevant programmes of study helping teachers and teaching assistants to highlight links to careers as they teach their subjects. The TDA is currently building on this work, thereby helping to embed careers education into other subject areas.

Head teachers should consider how they can help their teachers to enliven and enhance their teaching by providing a work related context for their pupils’ learning. They should, however, note that whilst embedding information about learning and work into the wider curriculum complements and supports the school’s programmes of careers education, it is not, on its own, an effective or sufficient way of helping young people to develop the skills and knowledge that they need to plan and manage their careers effectively and cannot substitute for “dedicated” careers education provision.

38 Pupils with Declining Attainment at Key Stages 3 and 4. Research Report DCSF-RR086

39 (Existing QCDA guidance on careers education and related matters can also be drawn down from www.qcda.gov.uk/ewb.)

40 These resources are available at www.history.org.uk/resources/secondary_resources_60.html (History); www.languageswork.org.uk (Languages) and www.subjectassociations.org.uk/resourcesfor teachers (English)

Experiential learning/engagement with the local business community

Young people need information and skills to plan and manage their careers effectively. But good careers education goes further than this: it excites young people about their futures and inspires them to think about what they enjoy and what they aspire to. It also encourages them to develop a better understanding of their options and to explore a wider range of career paths, jobs and industries. In doing so it raises their aspirations and helps them to realise their potential.

Learning from the experiences of older peers can be particularly effective. Visits to HEIs, colleges and work-based training providers (which can usefully include shadowing opportunities) and visits to schools by apprentices and by students from Higher and Further Education can help young people to become clearer about their ambitions and to decide on future pathways.

Head teachers should review the way that careers education is currently provided within the school and consider whether, and how, more emphasis should be placed on experiential learning. It is important that opportunities are provided to young people in Key Stage 3 (to inform Key Stage 4 options decisions) and are not limited to consideration of post-16 options within Key Stage 4.

“Pupils wanted more direct experiential learning . . . , rather than information. Young people placed a great premium on visits to post-16 providers and on concrete experience gained from interacting with outside visitors. . . This does not have to be lengthy exposure, often short tasters are all that is required. Information does not confer the same degree of realism for young people [as direct experience].”⁴¹

Research into effective practice by schools in the use of experiential learning and peer mentors to inform the development of effective careers education programmes in schools will be published in 2010.

Careers education is positioned alongside work related learning, enterprise and financial capability in the “Economic Wellbeing and Financial Capability” (EWBFC) strand of PSHE education. This provides schools with an opportunity to exploit synergies across this strand and to manage all EWBFC activities in a way that provides young people with clear careers-related learning outcomes. Implementing the recommendation made earlier in this guidance that responsibility for careers education and the school’s relationships with business should reside with the same person within the senior leadership team will help to draw out these synergies.

⁴¹ Foskett, Dyke and Maringe [“The Influence of the School in the Decision to Participate in Learning Post-16”, DfES research report 538, 2004]

Employers, of all types and sizes, have a particularly important role to play in providing schools with opportunities to link learning to the world of work and in helping young people to understand the opportunities -and skills required- in a rapidly changing labour market. This can involve a wide range of activities from short visits by employers to schools through to extended summer internships for older learners. Employers also have an important contribution to make to the continuing professional development of teachers – in particular by helping them to embed information about progression opportunities into their subject teaching.

Schools now have delegated funding for enterprise education and “Building Stronger Partnerships”⁴² includes a guide to help schools to build more effective employer links. Education Business Partnership Organisations also make it easier for businesses to work in partnership with schools. And 14-19 Partnerships, local 14-19 consortia and the National Apprenticeship Service can help schools to engage employers in support of young people’s learning. “Your child, your schools, our future: building a 21st century schools system” set out an expectation that, in order to develop effective relationships with employers, every school will have a member of the governing body and senior leadership team responsible for business partnerships.

The 14-19 Prospectus/Common Application Process (CAP)

The 14-19 Prospectus and the CAP (which is linked to the 14-19 Prospectus) are key to the development of more responsive, customer focussed arrangements for informing young people’s decision making.

The 14-19 Prospectus helps to ensure that all young people have access to impartial information about local education and training opportunities by providing an on-line user friendly, searchable directory of opportunities supported by information on the local labour market, course quality, financial support etc. It is an important tool for learners, and their parents that enables them to explore the different learning pathways available to them at the age of 14 and post-16.

The CAP provides an area wide mechanism for applying for courses on-line. It is expected that all young people in Year 11 will be able to apply for courses on line through the CAP from 2011. The CAP will support the drive to ensure that all young people gain a suitable place in learning under the September Guarantee as it will enable better targeting of IAG support so that young people are given the right support, at the right time.



Head teachers should:

- ensure that up to date information about the learning opportunities they offer to 14-19 year olds are included within the local 14-19 Prospectus by appointing an identified lead for the 14-19 Prospectus and making clear arrangements for updating course information at key points during the academic year
- ensure that the 14-19 Prospectus is introduced to learners (and their parents/ carers) no later than Year 9 as part of the school's/PRU's programme of careers education
- help and encourage other members of staff providing information and advice to young people about learning and work opportunities -for example those providing personal tutoring- to make effective use of the 14-19 Prospectus/CAP
- collaborate with the local authority through the 14-19 Partnership to develop arrangements for piloting and introducing the Common Application Process; and
- collaborate with local Connexions services to ensure that learners in Year 11 get the support they need to gain a suitable place in learning under the September Guarantee.

The Action Plan for the 14-19 Prospectus and Common Application Process (<http://www.dcsf.gov.uk/14-19/prospectus>) sets out plans for the further development of the 14-19 Prospectus and for the implementation of the CAP.

Promoting equality of opportunity

Schools have legal responsibilities i) to promote equality of opportunity, and ii) to eliminate discrimination and harassment in relation to gender, race and disability across all of their activities. Guidance from the Equality and Human Rights Commission⁴³ highlights careers education and IAG on learning and work as key areas in which schools should take action in relation to these duties.

The legal responsibilities of schools in this area are underpinned by the Ofsted inspection framework which requires inspectors, when making judgements, to look at the extent to which schools are promoting equality and challenging stereotypical views about learning and work opportunities. Indeed "equality and diversity" are one of three critical 'limiting judgements' (alongside "safeguarding" and "capacity to improve") which means that the grade awarded contributes to, and affects, other judgements including overall effectiveness. This reflects Ofsted's view that equality and diversity are essential in assuring the quality of education and the well-being of children and young people.

In this light head teachers should review their programmes of careers education and consider whether their current provision is sufficiently robust in promoting equality of opportunity. Key issues for head teachers to consider include the effectiveness of their provision in:

- challenging all forms of stereotyping including in relation to gender and race (e.g. in making choices about learning and work opportunities)
- opening up access to work related learning, including Apprenticeships for disabled young people
- promoting access to HE, particularly for those who are under-represented such as boys and young people from lower socio-economic groups.

The Resources Pack includes classroom resources that will alert pupils to the problems of stereotyping and to help them to challenge stereotypes.

The 'September Guarantee'

The transition from compulsory education to post-16 learning is a critical time. Whilst the majority of young people make a successful transition, there is a small but significant minority who do not. Not only do they not have the opportunity to get the skills and qualifications they need, but they are at greater risk of becoming NEET (not in education, employment or training).

The September Guarantee aims to ensure that all young people completing Year 11 have an offer of a suitable place to continue their learning. This can either be in school, college, with a training provider or employer. Although the requirement is that the offer must be made by the end of September, it is expected that the majority of Year 11 learners will have applied for post-16 learning, and received offers, before they leave school in May/June.

The Guarantee is not an isolated exercise. It is part of a wider process that includes making sure that all young people have 'intended destinations' and confirming through the annual activity survey that offers have been taken up, to ensure all young people have the opportunity to participate and achieve post-16. This is crucial to raising level 2 and 3 attainment levels and will help local authorities to prepare for raising the participation age from 2013.

Whilst overall responsibility for delivering the Guarantee lies with the local authorities, it is expected that schools will ensure that Year 11 learners know that they are entitled to an offer, regardless of their attainment in school and that young people who are 'undecided' about what to do are identified and given further advice, with referral to specialist services where appropriate. DCSF issues guidance each year for local authorities and their partners, updated each year, which is available from: <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&id=54&pid=347&ctype=TEXT&ptype=Single>

Schools and Connexions services should be clear about which young people have not received an offer by the time they leave school, and what the arrangements are for ongoing support during the summer. "Results day" gives schools and Connexions providers an excellent opportunity to check that young people are intending to take up their offers, and to provide additional support to those whose results were better or less good than they hoped, and wish to reconsider their post-16 options.

Schools with 6th forms should be aware that the Guarantee also applies to 17 year olds (i.e. those currently in Year 12, or who are re-taking Year 11). Connexions providers will, therefore, be seeking to establish which learners to do not intend to remain in school the following year so that the process of making them a suitable offer to which to progress can begin.

Reviewing careers education provision

Arrangements for the external oversight and inspection of a school's CE/IAG provision are described earlier in this Guidance and in Appendix 2. But it is also important for the head teacher to conduct regular **internal** reviews of the quality of provision. This will help to identify the strengths and weaknesses of the school's provision and should lead to the development of a clear plan to address weaknesses and to ensure adherence to this Guidance.

It can be difficult to assess the quality and impact of CE/IAG provision. A number of proxy measures are sometimes regarded as indicators of good or poor support (for example the number of young people dropping out of learning) but these measures tend to be unreliable as they are also influenced by a range of other factors.

The proportion of young people who make a successful transition to learning at the end of Year 11 is, however, a valuable indicator of impact of the support given



by the school. Connexions services conduct a survey each year to find out the proportion of Year 11 leavers that have continued in education or training and the proportion that has still to settle in a post-16 activity. This survey provides schools with opportunities to monitor progress from one year to the next and to benchmark themselves against neighbouring schools. The exchange of good practice with schools that have particularly good progression rates can be valuable and will become increasingly important as the age of participation in learning is raised.

Customer feedback can also be a reliable indicator of the quality of a school's CE/IAG provision. (A school can only be completely confident that it is providing a high quality service when young people and their parents/carers are telling the school, as intelligent customers, that they have received such a service.) The school's internal review of the quality of its provision should therefore pay particular attention to the views of pupils (especially older pupils in Year 11) and of their parents and carers about the quality and effectiveness of the support that they have received. The Resources Pack accompanying this Statutory Guidance includes materials that will provide head teachers with information that will help them to judge the extent to which their provision is meeting "users" needs. These materials reflect the "Principles" of impartial careers education and the "Key Information". They will also identify the strengths and weaknesses of a school's provision in a way that will support the completion of relevant parts of the school Self Evaluation Form. The Resources Pack linked to this Guidance also includes a "Careers Framework" which will help head teachers to judge the extent to which a school/PRU has been successful in achieving career learning outcomes.

Governors (and the Management Committees of PRUs) have an important role to play in reviewing the quality of careers education provision. Ideally at least one governor/committee member should be involved in the regular internal reviews of provision and the Governing Body/Management Committee should consider discussing careers CE/IAG and pupil destinations at least once a year. It is also good practice for head teachers to include feedback to Governors in CE/IAG in their termly reports.

Information learnt from internal reviews should inform Partnership Agreements with the local Connexions service and support the work of the local 14-19 consortia and the 14-19 partnership.

Appendix 1

Ofsted and Careers Education/ Information, Advice and Guidance

Ofsted inspectors are required to form judgements on a range of issues that are impacted by the quality of the careers education/IAG provided by a secondary school/PRU including:

A) The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being.

In evaluating “the extent to which pupils develop their knowledge and understanding of the world of work and develop skills and personal qualities which will serve them well in education, training, employment and their future lives” and “the extent to which pupils understand their future options and develop aspirations” inspectors take into account:

- the extent to which pupils understand the opportunities available to them, develop aspirations and understand how to achieve them
- pupils’ views and those of parents and carers about how well the schools prepares pupils for their future education, training and employment
- past pupils’ participation in education and training after leaving the school, including the percentage of school leavers who are not in education, training or employment (NEET) and the representation of specific groups.

B) The effectiveness of care, guidance and support

In evaluating “the care and support provided to promote learning, personal development and well-being” and “the quality and accessibility of IAG for pupils” inspectors take into account:

- pupils’ and parents’ views of the IAG provided to pupils
- the quality of the information and individual guidance provided to help pupils make the best choices, for example regarding future courses or careers ...

C) The school compliance with its duties under s43, 44 and 45 of the Education Act 1997 (as amended most recently by the Education and Skills Act 2008) in the provision of careers education, information and advice (C19).

Compliance with statutory requirements” is also taken into account in evaluating the effectiveness of the Governing Body.

D) The effectiveness of the school's links with Connexions services

Inspectors consider this when evaluating "the effectiveness of partnerships in promoting learning and well-being."

E) The effectiveness with which the school promotes equal opportunity and tackles discrimination.

In evaluating the school's promotion of equal opportunities inspectors take into account "the emphasis the school gives to processes and provision to promote equality and eliminate discrimination and ensure that stereotypical views (for example of learning and work opportunities) are challenged"

An effective "whole school" approach to IAG in which careers education is embedded across the curriculum can also improve the quality of teaching and can motivate pupils, impacting on "pupil's achievement and the extent to which they enjoy their learning". And the emphasis within this statutory guidance on the importance of taking the views of young people and their parents/carers into account when reviewing the quality of careers education/IAG will also be relevant to inspectors as they take "users' views" into account when evaluating "The Leadership and Management of Teaching and Learning" within a school and "The Effectiveness of the school's engagement with parents and carers".





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