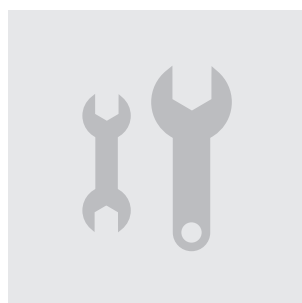
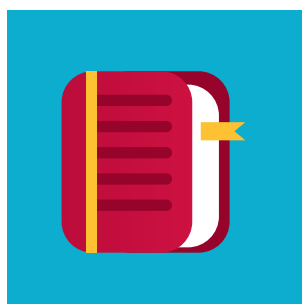


# Delivering Effective Careers Education, Information, Advice and Guidance: A practical guide



# Introduction

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Responsibility for the effective delivery of Careers Education, Advice and Guidance in schools has undergone a significant change over the last three years.

What has not changed is the acceptance by everyone involved in education, skills and employment that good quality careers education can play a very significant role in motivating and inspiring students, and that when delivered well, it can change the life chances of the children we teach and support. Progression from school remains a significant factor in social mobility and there are few people who work with and teach young people who don't want to see each and every child achieving their full potential in sustained and challenging careers.

Responsibility for the delivery of careers education and guidance has moved to schools and colleges, along with accountability for the destinations of all students even once they have left school. This responsibility has come with very little in the way of official practical guidance and support. As the leading provider of CEIAG services in the UK, Prospects delivers services to hundreds of schools, and is well placed to provide guidance and support to school based colleagues and managers. This guide has been developed to sit alongside the very full information provided in the ACEG Framework, and to provide a straightforward explanation of what is required, what Ofsted are looking for and what effective CEIAG looks like.

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## What are schools required to do?

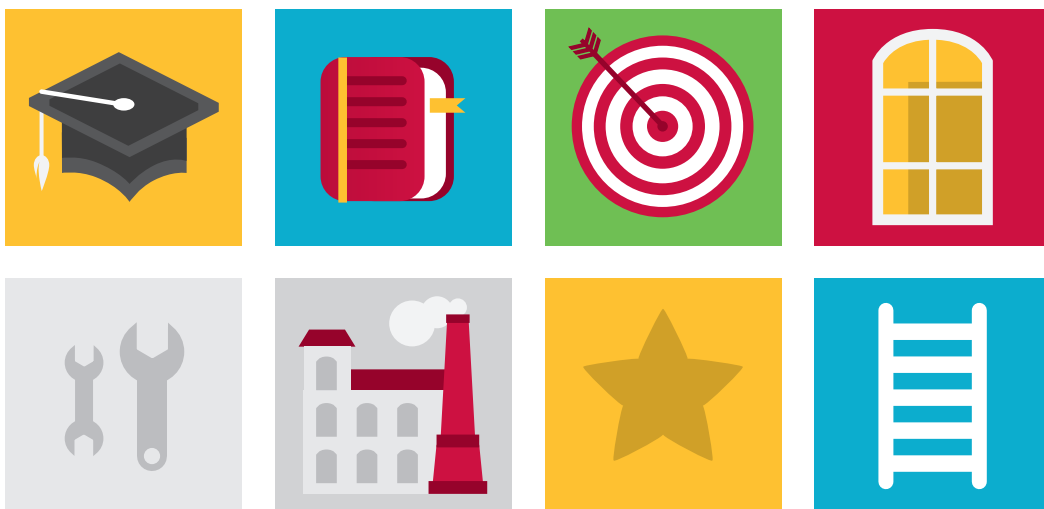
From September 2012, the Education Act 2011 placed schools under a duty to secure access to independent and impartial careers guidance for their pupils in years 9-11. From September 2013, this duty was extended to include all registered pupils in year 8 (12-13 year olds) and years 12 and 13 (16-18 year olds). This change allows young people to access information and advice at more key transition points:

- it supports access to information and advice from an earlier age, enabling better informed decisions at age 13 and 14. Other valuable careers work in year 8 can seek to raise aspirations and improve motivation where the school considers this will benefit individual pupils; and
- it supports young people subject to the new requirement to participate in education or training until their 18th birthday.

Schools are required to provide guidance for students from an external source, defined as from someone not employed by the school. Whilst complying with this requirement, schools will be free to make arrangements for careers guidance that fit the needs and circumstances of their pupils, and will be expected to work, as appropriate, in partnership with external expert providers and employers.

Local authorities retain their duty under section 68 of the Education and Skills Act 2008 to encourage, enable and assist the participation of young people in education or training. In addition, the Act placed two new duties on local authorities from June 2013 in respect of 16-18 year olds in relation to the raising of the participation age:

- to promote the effective participation in education and training of young people covered by the duty to participate
- to have in place arrangements to identify those who are not participating.



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## What needs to be in place in school?

In summary the following need to be taken into account when developing effective careers education and guidance within a school.

### A CEIAG statement

It is important to have a clear statement about the school CEIAG offer, what students can expect, who is responsible and what the school's aspiration is for students who leave. This should ideally be displayed on the website, in school prospectuses and where parents, visitors and students can see it in the school. This can be linked both to an expectation of participation and also to a vision about what school wants for their students in terms of achieving satisfying and challenging careers that meet their aspirations. This should cover all levels of students, from those going to work at 18 through to those heading on to long degree and post graduate courses. The inspiration and aspiration agenda is huge at the moment, and this is a good place to articulate this.

### Leadership

Having a clear leadership structure that is owned by a member of SLT is also advisable. If the Careers Coordinator doesn't have a teaching timetable, it is also advisable to have a formal link with a manager who can influence curriculum issues to ensure that careers education stays high on the agenda. Having a link governor for CEIAG, perhaps an employer, helps to demonstrate the profile and importance of CEIAG in the school. There should ideally be evidence of the training and updating of all staff leading the programme, with regular briefings for delivery and pastoral staff who give advice.

### CEIAG Framework

Schools need to have a framework for CEIAG linked to schemes of work and outcomes. It is worth considering the broader activities in this that aren't timetabled - examples which can be classed as 'careers' could include transition work with year 7, relevant visits out of school, projects around products in DT, intergenerational project work where students work with older people, or fundraising for school trips. More detailed help on developing the outcomes can be found in the ACEG guide which is included in the Careers Essentials pack and can be found at:

***[http://www.thecdi.net/write/CWRE\\_User\\_Guide.pdf](http://www.thecdi.net/write/CWRE_User_Guide.pdf)***

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## Impartial IAG

According to Statutory Guidance, students should have access to impartial guidance. Careers guidance has been defined by OECD in 2004 as:

‘services intended to assist people of any age and at any point throughout their lives to make educational, training and occupational choices to manage their careers. Career guidance helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems, and to relate this to what they know about themselves. Comprehensive career guidance tries to teach people to plan and make decisions about work and learning. Career guidance makes information about the labour market and about educational opportunities more accessible by organising it, systematising it and making it available when and where people need it.’

In practice, this will include one to one vocational guidance interviews where students explore their career options and make plans for the future. Good vocational guidance interviews will inspire your students to aim high, help them to explore their options and make plans in preparation for achieving their goals.

The Statutory Guidance says that this needs to be in place for students and that it needs to be provided by someone who is not directly employed by the school, to ensure that the advice given is impartial. Schools can procure this guidance from a range of sources including employers and qualified careers guidance practitioners, who could be sole traders or employed by large national organisations such as Prospects. If done in partnership between school and someone with the appropriate skills, links and experience, effective guidance provided for individuals and groups of students can have a significant impact on outcomes and on tracking.

If you would like to talk to Prospects about our careers guidance service for schools, please get in touch with us via our website.

## Data

Schools are now held accountable for the destinations of students up until they are 18, even when they have left school. Ofsted routinely asks for the past three year’s destinations of students who have left school in years 11, 12 and 13. Best practice is for there to be evidence that school is aware of the destinations of students and has used data to drive the offer that they make. This might for example include work with students who are not going to HE, groups who don’t remain in learning at all, low numbers of particular groups taking up apprenticeships, key vulnerable groups with much poorer outcomes (typically looked after children, those with disrupted education etc.) Ofsted may ask what is being done for specific groups, for example those on Pupil Premium. Schools will also be asked to provide this data to the local authority who have to make a CCIS return to DfE for all schools in their area.

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## Tutor Training

Good programmes have evidence of training for staff involved in delivery. Ideally staff are provided with information and signposting to the local labour market and of the options available to their students.

A key part of their understanding is being able to direct students to good sources of information and people who can provide more in depth help.

## Employer Input

The input of employers into the curriculum and into the careers development of pupils is a major driver within government policy. A good programme should provide evidence of strong employer engagement through internal work, external visits, experiences and projects. Initiatives like “mykindacrowd” provide strong evidence of involvement. A good inspector may well ask students and this is an area they can be vocal about! Feedback from employer contact is useful and indeed visual displays or students’ projects on PowerPoint etc. all demonstrate the point. Ex pupils also provide a strong element of inspiration – making use of alumni is a great motivator for students. The main thing to bear in mind with employer work is that school needs to be clear what they want students to get from the experience - is it inspiration, a chance to explore a careers area, or some hints and tips when it comes to applying for work or what will be expected?

## Enterprise

Having a significant element of enterprise or enterprise skills is also useful within the programme. This can be delivered through traditional enterprise schemes where students set up businesses but can also focus on attitudes like risk taking, business ideas or doing project work about local entrepreneurs.

## Information

Young people need access to reliable, high quality information as part of the offer. The provision needs to take account of learning styles and should include materials within the library as well as having someone in school who can signpost them to reliable portals including sites where they can undertake interest questionnaires that suggest jobs based on their answers to questions posed.

Prospects Education Resources can direct you to a wide range of high quality books and publications. Schools buying the Prospects Careers Essentials package also have access to a link for the Virtual Careers Library which can be linked to from school websites.

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## Vulnerable Pupils

Schools need to evidence the fact that they have taken into account more vulnerable pupils in the development of their programme of CEIAG. This includes evidence that things have been put in place in response to data. Prioritising particular pupils for mentoring; targeted visits to FE or HE; transition programmes with local colleges; events for parents; Russell Group interview tutoring for disadvantaged students and tracking a potential NEET cohort all provide this evidence. This may be something schools want to look at in the context of the Pupil Premium funding.

## Feedback and Quality Assurance

An essential part of quality assurance around careers work is the outcome of your students. This isn't just whether they have remained in learning and work, but whether they have made and achieved aspirational goals. You may also wish to get direct feedback from students about their guidance experience and to ask students and teachers for feedback on any taught sessions. There is an opportunity to ask older students both about their transition experience and also to ask them what else they would have found useful.

## Summary

Without doubt, pressure on the curriculum has increased in recent years, with many competing demands and requirements. The methodology for delivering careers education and guidance will vary from school to school, but the areas above give a clear indicator, based on national requirements and inspection feedback, of what needs to be in place for a school leadership team to be confident that they are meeting the needs of the students and delivering a recognisably high quality programme.



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