

AICE Response to PPG for Education Inquiry Call for Evidence: Do schools prepare young people for their future careers?

About AICE

AICE (Advisers and Inspectors of Careers Education) is a regional group in London, the South-East and South – West of around twenty advisers, inspectors, consultants and trainers working with schools, colleges and local authorities to continually improve the provision of careers education and guidance for young people. From its origins in the mid-1980s when most of its members worked for local education authorities, it has provided a forum for professional exchange and staff training. AICE has also played an important role in discussing and disseminating policy initiatives and in developing curriculum resources for schools and colleges such as Better Practice: A guide to delivering effective career learning 11-19, 2008

The Inquiry seeks written evidence in response to the following questions:

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

All schools should implement the CDI Framework for careers, employability and enterprise education 2015. This framework is structured around the 3 aims of

1. Developing yourself through careers, employability and enterprise education
2. Learning about careers and the world of work
3. Developing your career management, employability and enterprise skills

There is also an effective framework being introduced through the London Ambitions careers strategy – the London Ambitions Careers Curriculum 2015: developing a coherent learner journey structured around

1. Self Development
2. Career Exploration
3. Career Management Skills
4. Resilience, Determination and Grit

In addition we believe that Labour Market Information at a local, regional, national and international level should be made accessible to students to inform their career choice. See Gatsby Benchmark 2 – Learning from career and labour market information (Good Career Guidance, the Gatsby Charitable Foundation 2014). A decade ago the above would have been covered within an embedded careers education programme which was a statutory requirement in all schools. Alongside this, students would have also benefitted from a structured work related learning programme including statutory work experience. Both these are a pre requisite to enable students to benefit from Careers Information, Advice (which could be provided by Employers etc.) and Guidance (provided by qualified Career Guidance professional). Note that the CDI Framework for Careers, employability and enterprise has evolved to include the key elements of both the Statutory Guidance: Impartial Careers Education Framework 7-19, DCSF, 2010 and the non-statutory Career, work-related and enterprise 11-19, QCA 2008.

See further CDI National Framework (<http://www.thecdi.net/New-Careers-Framework-2015>)

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

We do not feel that developing skills and providing subject knowledge are mutually exclusive.

While schools in all phases should be doing work related activities to develop and practice the skills necessary for their future, our concern is that at KS4 the reformed GCSE are so subject knowledge heavy that they have left no time for skills development. The danger of divorcing skills development from schools is that students don't have the chance of exploration, develop and practice before they need to use these skills in a real life context. There is also a need to help students understand and recognise the transferrable skills which are learnt as part of academic curriculum e.g. research skills, analytical skills, report writing, teamwork, public speaking, project planning etc.

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

We feel schools should be responsible for this, in the first instance, by providing a comprehensive, differentiated, planned and progressive careers and work related learning (CWRL) programme and should form an integral part of PSHE and the statutory Careers Guidance provision; be managed by a career leader, supported by tutors and teachers who are well informed and supported by external qualified and impartial Careers Guidance Providers and other relevant 'advisers' such as local employers. In addition, all subject teachers should take responsibility for helping students identify skills developed as well as knowledge learnt through their subject curriculum.

Strategically, the senior leadership, together with the governing body, (DfE Statutory Guidance <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>) should take ultimate responsibility for the delivery of this statutory area of the curriculum. A designated member of staff should be responsible for developing partnerships with local FE, Apprenticeship and Employment providers who can support the CWRL programme and subject teachers.

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

We have defined Education Providers to include schools, colleges and training providers. Colleges and training providers offering vocational courses will by default have the resources to do this.

In 2012 when schools were given the statutory responsibility for securing independent impartial careers guidance* it didn't carry any financial allocation and so schools had to identify how to prioritise their limited budgets and in the majority of schools this has meant a reduction in resource (see Ofsted and others)

Training providers will also experience a cut to their resources following the introduction of the apprenticeship levy

We are aware that delivery across England is patchy, which in part, is due to the reduction in resources and the challenges that this brings. Where Senior Leadership Teams (SLTs) have prioritised CEIAG the quality is good.

*as defined by the DfE this covered what was traditionally referred to as CEIAG

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

5. What examples are there of schools and colleges preparing young people well for the workforce?

As a group of professional practitioners we are able to offer examples of schools and colleges nationally. Many of whom have a quality accreditation validated by the Quality in Careers Standard QICS award.

There are numerous examples of good practice from the areas we cover and we would be delighted to share further examples

Here is a selection covering all phases including a special school.

William Penn Primary School, Coolham, West Sussex awarded Investor in Careers award

Havant Federation of School

West of England LEP charter mark South Gloucestershire schools all working towards it.

Secondary 11-16/ 11-18, we find the work experience pre 16 is part of a planned CWRL mapped against the CDI Framework (west of England LEP employability charter mark)

John Ruskin College, Croydon

Special school Glebe School, Bromley

Commonalities from all of these include, a well co-ordinated CRWL programme containing e.g.

- Work experience pre and post 16
- Careers Fairs
- Mock interviews
- Employer talks
- Visits to post 16 and post 18 providers
- Apprenticeship talks
- Alumni links
- Enterprise activities involving local community
- Use of destination data (to inform curriculum)
- LMI
- Regular evaluation of provision and impact on students' career research, decision making and planning
- Support form SLT
- Inclusion of a qualified Careers Guidance Adviser

6. What examples are there of employer-led initiatives that have had an impact?

- West of England LEP www.westofengandlep.co.uk
- Barclays life skills
- Saint Richards Hospital offering medical work experience to local schools in Chichester
- South Gloucestershire Council sending details of local employment vacancies to local schools and colleges
- STEM Ambassadors
- Astrium Mars Rover
- Hertfordshire Chamber of Commerce STEM events
- A number of AICE members have led work related and employer engagement events for schools or across a wider area and have impact evaluation data demonstrating effectiveness
- Young Enterprise and similar programmes

- Amey Work experience, traineeship and Apprenticeship programmes (Hampshire)

We endorse use of frameworks such as the Gatsby Benchmarks (ref benchmarks 5 and 6 re encounters with employers and employees and experiences of workplaces) and the CDI national framework. Our collective experience of involving employers-is that it works best when there is a designated member of school personnel who can ensure the following:

- briefing of employers on how best to work with schools and students
- specific and relevant links with local employers
- the intervention/activity is embedded within a planned programme of CWRL
- students are both prepared and debriefed so as to capture learning and impact on careers research and career planning
- evaluation and feedback given to employers
- the activity is relevant to the needs of the students

7. In addition, the APPG for Education would welcome details of any relevant research carried out by your organisation which it would be willing to share with the Inquiry.

N/A

In conclusion, we would be interested to hear how this education enquiry fits within the context of very similar and recent consultations, e.g. joint DfE BIS committee on the state of CEIAG and the Education Select Committee review of CEIAG. Will the outcomes and findings from this exercise be ready in time to contribute to the Government's National Strategy for Careers Guidance?

Submitted by Emma Gotz on behalf of AICE

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