

# Survey of Career Education and Guidance in Schools and Links with Employers

**Career Development Institute (CDI) with Careers England**

**May 2015**



# Introduction

This report presents the findings of a survey of the current provision of career education, information, advice and guidance (CEIAG) in schools in England, and of how schools are currently using links with employers to contribute to their provision of CEIAG. The survey was undertaken by the Career Development Institute (CDI), in partnership with Careers England, in March and April 2015. The CDI is the UK-wide professional association for everyone working in career education, career guidance, career coaching and career management. Careers England is the trade association for employer organisations providing career education and guidance products and services in England.

The principal purpose of the report is to inform the work of the new independent careers and enterprise company recently established by the Department for Education (DfE) as it prepares its initial work plan. The findings will also help the CDI, Careers England and others to identify priorities for action and development.

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# Summary conclusions

The survey presents an indicative snapshot of provision, representative both of types of school and of geographical distribution across England. It illustrates a range of levels of activity and does not readily identify particular 'hot spots' or 'cold spots'. The survey does, however, indicate that now career education is no longer compulsory, up to a third of schools have dropped it from the curriculum, and a larger proportion have no career education in the early years of secondary education. It also suggests that the proportion of schools that include work-related learning in the curriculum is no higher than a half in all years, with the exception of Year 10 where up to two-thirds of schools organise some activities with employers.

Many, but by no means all, schools are making impartial career guidance available to at least those students identified as needing support but in over 40% of the schools that responded to the survey the interviews are not provided by an adviser qualified to QCF Level 6.

Schools are providing a wide range of employer activities but many would welcome more support with identifying relevant contacts and organising activities.

The survey also indicates that at least half of all schools do not have a middle leader responsible for career education and guidance and nearly two-thirds have neither a middle leader nor a senior leader responsible for employer links.

# Background and context

Through the Education Act 2011, the Coalition Government 2010-15 introduced the biggest change in career support for young people in almost 40 years. Local authorities were no longer required to provide a universal career guidance service: instead schools and colleges were given a new statutory duty to secure access to independent and impartial career guidance for their pupils and students. Schools and colleges were expected to fund the provision of career guidance from their delegated budgets but were free to commission services from any provider of their choice. At the same time, the statutory duties to include career education and work-related learning in the curriculum in schools were removed.

A survey undertaken by Ofsted in 2013<sup>1</sup> found that the policy was not working well enough and that only 20% of schools were effective in ensuring that all their pupils were receiving the level of information, advice and guidance they needed to support decision-making. There have been a number of attempts subsequently to quantify the impact of the policy on careers support in schools. The surveys have tended to conclude that the policy has resulted in both an overall reduction in the level of provision and an inconsistency across schools<sup>2</sup>.

The Statutory Guidance issued to schools by the DfE in April 2014 placed an emphasis on schools working in partnership with employers to provide career advice, guidance and inspiration and, from October 2014, the remit of the National Careers Service was extended to include support for schools and colleges to link with employers. In December 2014 the Secretary of State for Education, Nicky Morgan, announced the creation of a new employer-led, independent careers and enterprise company to help broker relationships between employers and schools. Representatives of the CDI and Careers England were invited to meet with the chair of the new company, Christine Hodgson, in February 2015 and during the meeting the two careers organisations offered to work together on a survey of current provision. This offer was accepted by Christine Hodgson and this report presents the outcomes of the survey that was subsequently undertaken.

In March 2015, while the survey was being conducted, the DfE issued a revised and strengthened version of its Statutory Guidance to both schools and colleges.

1. Ofsted (2013). *Going in the right direction? Careers guidance in schools from September 2012*. Manchester: Ofsted

2. Hooley, T., Matheson, J. and Watts, A.G. (2014). *Advancing ambitions: The role of career guidance in supporting social mobility*. London: The Sutton Trust

# Methodology

An online questionnaire was designed by the CDI, in consultation with Careers England and taking into account feedback from the new careers and enterprise company. The final version, comprising 20 questions, can be found as an appendix to this report. Requests to complete the survey questionnaire were sent to schools via four complementary routes: to headteachers and other senior leaders through the Association for School and Colleges Leaders' (ASCL) e-newsletter; to careers leaders in schools through Careersinfo's e-mailing list; to CDI members through direct mailing from the CDI; to Careers England members through its regular e-mail update.

The CDI and Careers England are grateful for the support from both ASCL and Careersinfo.

# Responses

A total of 319 responses were received, which represents 10% of all secondary schools in England. Just under a half (46%) were from academies with a sixth form and a further 10% were from academies without a sixth form; 27% were from local authority maintained schools (16% with a sixth form, 11% without a sixth form); eight percent of the responses were from independent schools. The remaining responses came from special schools (5), sixth form colleges (5), UTCs (3) and a studio school, free schools (2) and a pupil referral unit.

Responses were received from just over 70% of the local authority areas responsible for education in England, and these were evenly distributed across the nine regions. Almost a half of the responses were completed by the career adviser working in the school and a further 38% by the middle leader with responsibility for careers. Just over 10% were completed by a senior leader, including one by the headteacher. One response was completed by the chair of governors. While the sample is representative of the secondary schools in England, the proportions of respondents who chose not to answer certain questions were quite high and the figures are reported in the next section.

# The Findings

## Career education and guidance

### Career and work-related education

The data suggests that approximately two-thirds of respondents included career education in the curriculum in both Years 10 and 11 in Key Stage 4, and almost as many included career education in the curriculum in Year 9. The proportions of respondents that provided career education in the first two years of Key Stage 3 fell to just over a half in Year 8 and

just over a third in Year 7. Approximately a half of all respondents with a sixth form included career education in Years 12 & 13.

The proportions of respondents offering work-related learning and enterprise were comparatively lower in most year groups: a fifth in Year 7; a quarter in Year 8; approximately four in ten in Years 9, 11 and 13. Only in Years 10 and 12 did the provision of work-related learning and enterprise come close to the provision of career education.

### Career guidance

When asked about how the school meets its statutory duty to secure access to independent and impartial career guidance, the most frequently reported approach (32%) was to employ a qualified career adviser on the staff. The next most frequently reported approaches, in order, were:

- commissioning services from an external career guidance company (25%);
- buying in services from the local authority (16%);
- and contracting with an independent career adviser (16%).

24% of respondents used a member of staff, more often someone who was not a teacher. Five schools responded to say that they did not provide access to impartial career guidance and a further 24% of respondents skipped this question in the survey.

The schools were asked to identify which pupils are given impartial career guidance interviews. The figures in the table below show the percentages of respondents for each category: over a quarter of respondents omitted to respond to this question.

	All pupils in year group	Those pupils identified as needing support	None
Y8	13%	24%	9%
Y9	27%	29%	4%
Y10	32%	35%	1%
Y11	60%	12%	1%
Y12	37%	18%	0.5%
Y13	35%	18%	0.5%

The pattern changes across the year groups. Where respondents provided career guidance in Year 8, more tended to make interviews available to those pupils identified as needing support than to all pupils in the year group: several respondents reported that interviews were not available to any pupils in Year 8. In Years 9 and 10 respondents were fairly evenly divided between those that made interviews available to all pupils and those that made them available only

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to those identified as needing support. By Year 11 the pattern was reversed, with most respondents saying that impartial career guidance interviews were made available to all students. In sixth forms, twice as many respondents made interviews available to all students as made them available only to those identified as needing support.

66% of respondents reported that the person providing impartial career guidance held a recognised professional qualification in career guidance, but in only 57% of cases was the qualification at QCF Level 6 or above, the standard for providing face-to-face guidance now recommended in the DfE's Statutory Guidance, and in only 34% of cases was the person on the CDI Register. Six percent of schools responded to say that the person providing the interviews did not hold a recognised professional qualification in career guidance, and 28% of respondents skipped the question.

## Links with employers

The most frequently reported activities involving employers that schools organised to support their provision of career education and guidance, across all year groups, were:

- talks
- STEM-specific support
- career education lessons
- enterprise activities
- careers fairs.

In addition, the following activities were organised in many schools for particular year groups.

- mentoring (Y9-13)
- workplace visits (Y9-13)
- CV workshops (Y10-13)
- mock interviews (Y10-13)
- employability workshops (Y10-13)
- work experience (Y10-12)
- work shadowing (Y12&13).

17% of all respondents used a local or regional education-business partnership (EBP) to help broker links with employers and 32% used Inspiring the Future or other link organisations. Only five percent of schools reported making use of the National Careers Service although, at the time of the survey, such support had only been available for six months. Over 40% of respondents said they organised all the links themselves, and 35% omitted to respond to the question.

The schools were asked to rate the effectiveness of their current arrangements for organising links with employers, and the impact on pupils, on a scale of 1 to 10. 35% declined to respond. Of the two-thirds of respondents that did answer the question, the most

frequently reported assessments were 7 and 8 (26%), but with a fairly wide distribution of assessments either side of these scores. 14% of respondents rated their links with employers as 5 or lower.

When schools were asked about sources of labour market information (LMI), by far the most popular response was websites and apps (56%). The next most frequently mentioned source was the school's career guidance provider (37%), followed by employers (28%), then local councils (25%) and, lastly, Chambers of Commerce and other business bodies (15%).

Approximately a half of respondents kept parents and carers informed of their careers activities and links with employers, through the school's website, a newsletter or information evenings.

## Management

In 56% of respondents a member of the senior leadership group had overall responsibility for career education and guidance but in only 35% was there a senior leader with overall responsibility for school-business links. A similar difference was reported at the level of middle leadership, where 45% of respondents had a designated middle leader with responsibility for the day-to-day leadership and management of career education and guidance but only 35% had a middle leader with responsibility for the leadership and management of employer activities. 37% of respondents reported having a link governor for careers and employer links.

## Suggestions about support from the new company

The final question on the survey asked schools to give two examples of support that the new company could most usefully offer to make a real difference to the quality of career education and guidance and links with employers. A range of suggestions were received but by far the most frequently mentioned was a database of contacts for employers willing to work with schools. Although many of these requests related to the provision of good quality work experience placements, respondents were also seeking employer contacts for other career-related activities including talks, mentoring, practice interviews, work visits, careers and apprenticeships' fairs and CV workshops. A few respondents mentioned financial support but the main need was a list of employer contacts. Other frequently mentioned requests were support for subject-specific employer activities, not only in STEM subject areas, and access to up to date labour market information.

When asked about what support they would like, schools said that having a database of employer contacts would make a real difference



Several respondents suggested that the company could usefully provide training and briefing sessions for employers on how to work effectively with schools. Other suggestions included professional development opportunities and advice for teachers involved in careers work in schools, providing classroom resources for career education lessons, convening local network meetings for careers staff in schools and disseminating examples of good practice.

## Possible actions

A review of the survey findings and the suggestions made by respondents highlights several actions that the new careers and enterprise company could take to support careers work in schools and links with employers. It is suggested that the company could:

- promote the importance of career and work-related education in the curriculum
- promote the importance of access to face-to-face guidance, delivered by career advisers professionally qualified to QCF Level 6
- work with existing school-employer link organisations, including EBPs and the National Careers Service, to establish regional databases of employers willing to work with schools, providing contact details and lists of activities that the employers could offer<sup>3</sup>
- promote the support available for school-employer links available through the National Careers Service's 'Inspiration agenda'
- work with the National Careers Service to provide readily accessible and up to date labour market information to career leaders and career advisers in

schools

- identify and publicise examples of good practice in relation to employer engagement in careers programmes in schools, covering both urban and rural areas
- provide guidance to employers on how to work effectively with schools<sup>4</sup>
- work with the CDI and ASCL to provide briefing sessions for school senior leaders on effective employer links, and with the CDI and the National Governors Association (NGA) to provide similar briefing sessions for school governors.

The CDI and Careers England will undertake the following actions to complement the support from the company:

- promote the CDI Register to all career advisers working in schools
- offer CPD opportunities for leading and managing careers work and employer links in schools.

The latest Statutory Guidance from the DfE, *Careers guidance and inspiration in schools* (March 2015), recommends that all schools should work towards a quality award for CEIAG, nationally validated by the Quality in Careers Standard. The actions listed above would all support schools in achieving such an award, thereby, ensuring that they have in place the provision that young people need.

<sup>3</sup> The company will need to establish some quality criteria to assure schools of the appropriateness of the employer links offered. We recommend making contact with The Scottish Government and examining the Investing in Young People accolade being developed for employers as part of the Developing the Young Workforce education reform programme in Scotland

<sup>4</sup> Both the Chartered Institute for Personnel and Development (CIPD) and Business in the Community (BITC) have produced guidelines that could form the basis for such guidance

The survey findings and suggestions made by respondents provide a list of possible actions that will support careers work in schools, contribute to the achievement of a quality award for CEIAG and enhance links with employer

## Annex: Survey questionnaire

1. Name of school:

2. Type of school (please tick one option)

Local Authority maintained secondary, with sixth form	<input type="checkbox"/>	UTC	<input type="checkbox"/>
Local Authority maintained secondary, without sixth form	<input type="checkbox"/>	Studio School	<input type="checkbox"/>
Secondary Academy, with sixth form	<input type="checkbox"/>	Special school (secondary)	<input type="checkbox"/>
Secondary Academy, without sixth form	<input type="checkbox"/>	PRU	<input type="checkbox"/>
Free school, with sixth form	<input type="checkbox"/>	Sixth form college	<input type="checkbox"/>
Free school, without a sixth form	<input type="checkbox"/>	independent school	<input type="checkbox"/>

3. Local Authority area:

4. Person responding to the survey (please tick one option)

Headteacher	<input type="checkbox"/>	Middle leader for employer links	<input type="checkbox"/>
Other member of Senior Leadership Group	<input type="checkbox"/>	Career adviser	<input type="checkbox"/>
Middle leader for careers	<input type="checkbox"/>	Other, please specify	<input type="checkbox"/>

5. In which year groups do pupils have access to careers education and work-related learning and enterprise in the curriculum? (please tick all that apply)

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Careers education	<input type="checkbox"/>						
Work-related learning and enterprise	<input type="checkbox"/>						

6. How does the school meet its statutory duty to secure access to independent and impartial career guidance for pupils in Years 8 to 13? (please tick all that apply)

Buying in a careers guidance service from the local authority	<input type="checkbox"/>	Employing a qualified career adviser on the staff	<input type="checkbox"/>
Buying in a career guidance service from an external specialist careers company	<input type="checkbox"/>	Using a teacher to provide careers interviews	<input type="checkbox"/>
Buying in the services of an independent career adviser working as a sole trader	<input type="checkbox"/>	Using a member of the non-teaching staff to provide careers interviews	<input type="checkbox"/>
		Not providing access to impartial career guidance	<input type="checkbox"/>

7. To which pupils are impartial career guidance interviews made available? (please place one tick in each row)

	All pupils in the year group	Those pupils identified as needing career guidance support	Only those pupils with SEND or at risk of becoming NEET	None
Year 8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Does the person providing impartial career guidance interviews hold a recognised professional qualification in career guidance? (please tick only one)

Yes, on CDI Register and at Level 6 or above e.g. L6 Diploma in CGD, QCG	<input type="checkbox"/>	Yes, at Level 4 e.g. NVQ Advice and Guidance	<input type="checkbox"/>
Yes, not on CDI Register but at Level 6 or above e.g. L6 Diploma in CGD, QCG	<input type="checkbox"/>	No	<input type="checkbox"/>

9. In which year groups do pupils have access to career education and work-related learning and enterprise in the curriculum? (please tick all that apply)

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Talks	<input type="checkbox"/>						
Subject-specific support e.g. STEM	<input type="checkbox"/>						
CV workshops	<input type="checkbox"/>						

Continued	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Mock interviews							
Mentoring							
Careers education lessons							
Employability workshops							
Enterprise activities							
Careers fairs							
Workplace visits							
Work experience							
Work shadowing							
Other, please specify							

**10. Do you currently use a third-party organisation to help broker links with employers?** (please tick all that apply)

Yes, a local/regional EBP		Yes, another school-business link organisation	
Yes, the National Careers Service		No, we organise all the links ourselves	
Yes, Inspiring the Future			

**11. On a scale of 1 to 10, how would you rate the effectiveness of the arrangements you currently have for organising links with employers** (with 10 being Excellent and 1 being Very Poor)?

1	2	3	4	5	6	7	8	9	10
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**12. What sources of Labour Market Information do you use?** (please tick all that apply)

Websites and Apps		Chambers of Commerce and other business bodies	
Local councils		Employers	
Careers guidance provider			

**13. Does a member of the Senior Leadership Group have overall responsibility for career education and guidance?**

Yes | No

**14. Does a member of the Senior Leadership Group have overall responsibility for school-business links?**

Yes | No

**15. Is there a designated middle leader with responsibility for the day-to-day leadership and management of careers education and guidance in the school?**

Yes | No

**16. Is there a designated middle leader with responsibility for the day-to-day leadership and management of employer activities in the school?**

Yes | No

**17. Is there a link governor for careers and employer links?**

Yes | No

**18. How are parents and carers kept informed of the school's careers activities and links with employers?**

(please tick all that apply)

Through the school's website		Through reports on students' achievements and progress	
Through a newsletter		They are not informed	
Through information evenings			

**19. On a scale of 1 to 10, how would you rate the quality and impact on pupils of your links with employers** (with 10 being Excellent and 1 being Very Poor)?

1	2	3	4	5	6	7	8	9	10
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**20. Please give two examples of support the new company could most usefully offer that would enable you to make a real difference to the quality of career education and guidance and links with employers in your school.**



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