



SCHOOL AND CAREERS GUIDANCE: A SURVEY OF THE IMPACT OF THE EDUCATION ACT 2011 (September-October 2012)

(A) INTRODUCTION

- (i) Careers England is the national **Trade Association** for organisations involved in the provision of careers education, information, advice and guidance (CEIAG) products and services in England for people of all ages. **Our members provide aspects of some, or all, of the four components of CEIAG:**
 - a. Careers education (that is “career learning”)
 - b. Careers information
 - c. Careers advice
 - d. Careers guidance
- (ii) Careers England is principally, therefore, an **employer body**. Our full members comprise the majority of prime contractors for the **National Careers Service** along with a significant number of sub-contractors and ‘careers providers’ delivering publicly-funded careers guidance services for local authorities (LAs), schools and colleges across England.
- (iii) Our associate members include a growing number of smaller partnerships and sole traders in the careers business, as well as a number of organisations not directly providing CEIAG services but wishing to be associated with Careers England.
- (iv) We also provide the project leadership, administration and management for the **Quality in Careers Standard** (the national validation for England’s 13 specialist Quality Awards - for Schools, Colleges & Work-Based Learning Providers - covering all four components of CEIAG).
- (v) Full details of all Careers England’s members, our activities, our publications (including Key Policy Summaries on the Coalition Government’s policies for careers guidance), links to

the CEIAG Quality Award providers and the Quality in Careers Standard can be found at www.careersengland.org.uk

- (vi) As the informed employer voice of careers guidance businesses in England, it is from this perspective that our strategic direction majors upon advocacy of the economic and social benefits of careers information, advice and guidance to the health of the country. It also articulates the need for an effective strategic framework for careers advice and guidance provision for people of all ages across England.
- (vii) Because of widespread apprehension concerning the **impact of the Education Act 2011¹** on the provision of career education and guidance for young people in England, **Careers England commissioned Leigh Henderson (of CoHesion Career Development Consultancy) and Jane Owens (of Owens Consulting (UK) Ltd) to gather evidence from our members through a comprehensive survey on their experiences of contracting with schools, LAs and school consortia to deliver careers guidance in 2011-12 and 2012-13.**
- (viii) Throughout this report we refer to CEIAG when commenting upon all aspects of careers education, information, advice and guidance; and we refer to careers services or careers-related services where we are principally referring to those services provided by our members under contract to LAs or directly with schools/consortia - and where such services would not normally include our members delivering careers education.
- (ix) This report is a public document. It will also inform Careers England's oral evidence to the House of Commons Education Select Committee on 21st November 2012, and will be submitted to Ofsted as it prepares for the Thematic Survey of Careers Guidance in Schools in January 2013.

(p) 21st November, 2012

¹ The Act places a new statutory duty upon all of England's secondary schools to 'secure access to independent and impartial careers guidance for their pupils from September 2012'. From this date there is no expectation from Government that Local Authorities will provide a universal 'careers service' for all young people in their area. Hence for the first time since the implementation of the Employment & Training Act, 1973 there is no universal careers service available to all young people across all parts of England. What is now available is determined by what each school chooses to 'secure' in respect of the majority of its pupils and students, and what each Local Authority determines it should provide to discharge its continuing duties to assist vulnerable young people (i.e. 'targeted services').

(B) SUMMARY OF THE RESEARCH

- (i) Between September and October 2012, Careers England conducted a survey of members' experiences of providing careers services to schools in 2011-12 and 2012-13. Responses were received from 21 full members: careers companies, one sole trader, one LA service and two providers specialising in the provision of CEIAG resources. The survey covers **known data on 1568 secondary schools in England** (the number of schools Careers England members were providing services to in 2011-12 through Connexions/LA contracts and directly).
- (ii) Careers England members report that their relationships with schools have changed significantly since the introduction of the Education Act 2011.
- (iii) In the past year, there has been a 28% decrease in direct contracts between Careers England members and schools – reducing from 1568 schools to 1097. Against this trend, one more Careers England member holds direct contracts with schools in 2012-13 than was the case in 2011-12. (paragraphs 2.2 - 2.4)
- (iv) Careers England members report that there has been a significant (46%) increase in direct contracting via **consortia** of schools - however, they caution that some consortia are fragile and some may be prone to potential collapse. (2.3 and 2.7.3)
- (v) There has been no reported change to overall CEIAG support arrangements in more than 259 (16.5%) of the 1568 schools known to Careers England members. (2.5 and 4.1.4)
- (vi) The services schools are purchasing are often at a lower volume than was previously the case. (2.6.3-4)
- (vii) The nature of LAs' communications regarding their funding of their continuing duty for targeted services for young people varies significantly from area to area. (2.6.4 to 2.6.5)
- (viii) Many schools are not familiar with quality standards for careers provision (both for all aspects of CEIAG and those for IAG), and are uncertain about careers qualifications. (2.8.3)
- (ix) Many schools are poorly prepared for the change in statutory duties relating to their overall CEIAG provision. Some say they are seeking to meet the "minimum requirement" for securing careers guidance under the new Act but are struggling to identify what this comprises. (2.8.6)
- (x) Yet there are examples of good practice, where schools are developing and delivering well thought-out overall CEIAG programmes. (2.8.8)

- (xi) Between 2011-12 and 2012-13 there have been considerable variations in the ways in which LAs are defining and discharging their changed but continuing careers-related duties (2.9.1) and a 41% decrease in LA contracts with Careers England members for careers service provision. (3.1)
- (xii) Many schools are unaware of the statutory tracking requirements which LAs retain (2.6.11) nor of their own duties for publishing destination figures. In addition, tracking arrangements vary significantly from LA to LA. (3.1 to 3.4)
- (xiii) Careers England members that have contracts with LAs are contracted to provide a varying range of careers-related services: these services differ from LA to LA. (2.9.3)
- (xiv) There are examples of good practice by LAs which should be disseminated by the Department for Education (DfE) and/or the Local Government Association (LGA). (2.9.4 to 2.9.9)
- (xv) Fifteen Careers England members are aware of a total of 109 schools that have recently employed their own Careers Adviser – these include some members' former employees who saw their posts made redundant following the extensive cuts to Connexions budgets in the previous two years. There are some examples of schools recruiting unqualified staff, in one case via RPA (Raising the Participation Age) funding. More than two-thirds (70.6%) of the qualified Careers Advisers known to be employed by these schools are believed to possess a careers qualification at the Qualifications and Credit Framework (QCF) Level 5 with just over one-quarter (26.6%) believed to hold a careers qualification at Level 6 – the professional level promoted as being the minimum to be able to join the Register of Career Development Professionals being established by the Careers Profession Alliance (due to become the Career Development Institute during 2013). (4.1.1 to 4.1.3)
- (xvi) Nineteen Careers England full members are now providing a range of careers services in schools: most of which major upon delivering one-to-one student careers guidance interviews, group work and in-school drop-in services. (4.1.7)
- (xvii) Careers England members are aware of in excess of 90 schools that are providing 'enhanced' access to online CEIAG sources. (4.2.1)
- (xviii) However, one Careers England member providing CEIAG software reports a 9% fall in the number of software licenses purchased by schools (4.2.3) although this member indicates that there are some early signs of recovery. (4.2.4)
- (xix) 88% of Careers England members report that contracts with schools involve them in contributing to school-based consultation evenings for parents/carers. (4.3.1)

- (xx) There is evidence of schools purchasing careers-related services from providers of careers-related services other than Careers England full members: these include sole traders, other careers companies/Connexions providers, a youth trust, an education partnership and Careers Academies UK. (5.2-5.3)
- (xxi) There are 60 known cases of schools allocating career guidance duties internally to members of school staff. These staff members' job titles include: careers coordinator, Head of Careers, sports teacher, sixth form adviser, learning mentor and pathway adviser. (4.1.4)
- (xxii) Only two Careers England members are aware of schools consulting their pupils with regard to CEIAG service design and review. Where a school is doing so, Careers England members attributed this to it being not just a requirement of CEIAG Quality Awards but also to the benefits this can bring to young people themselves when engaged in determining the services available to them. (6.1-6.2)
- (xxiii) This report draws attention to concerns that, whilst under the Education Act 2011, schools must secure additional external and independent careers guidance, the conclusion from the evidence gathered is that many schools appear not to be doing so to any significant degree. (7.4, 7.11-12)

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1. THE SURVEY

1.1 During September and October 2012, Careers England conducted a survey of its members' experiences of providing careers services to schools in 2011-12 and 2012-13. Responses were received from 21 members: careers companies, one sole trader, one LA service and two providers specialising in the provision of CEIAG resources. **The data relates to over 1500 secondary schools across the country.**

1.2 The survey shows that **Careers England members providing one or more of the four components which comprise the full range of CEIAG services held contracts with schools, school consortia and/or LA in 50 LA areas across England in 2011-12; rising slightly to 63 areas in 2012-13 (this is circa 40%² of England's LA areas).**

2. CAREERS GUIDANCE & RELATED SERVICES: CONTRACTS WITH SCHOOLS

2.1 The relationship between Careers England members and schools has changed significantly over the past 12 months. There are now frequently at least **two contractual relationships between a school and a careers provider; one direct, with a range of services bought by the school, and the other via an LA involving a contract to provide support for young people at risk of becoming NEET (not engaged in employment, education or training).**

2.2 The survey shows that, in the past 12 months, there has been a decrease in direct contracts with schools (from 826 to 595) despite the number of LA areas covered having risen slightly. 19 of Careers England's full members now have direct contracts with schools compared with 18 in 2011-12. There has also been significant movement within the figures; one member had no school contracts in 2011-12 (previously only working with adults) but now has direct contracts with seven schools. Other members report reductions larger than those indicated by the overall trends.

2.3 It should be noted that these figures are subject to slight change given that, in at least one case, the number of direct contracts between Careers England members and schools is

² There was one recorded incidence of two Careers England members working in the same LA area though this involved just one school in the case of one member. The results indicate that there may be a very few other cases that were not specified in the responses.

known to have risen since this survey was undertaken. However, it is abundantly clear that **the volume of careers guidance work being purchased by schools is significantly lower than in previous years when careers information, advice and guidance services were provided to schools by the Connexions Service.** Table 1 shows a breakdown, by type of school, that has been provided by 19 Careers England members (one area was unable to provide the detail because of a recent increase in local schools becoming Academies).

Table 1: Contractual arrangements covering 1568 Schools across England (2011-12 and 2012-13)					% change from 2011/12 to 2012/13
	2011-12		2012-13		
Direct contracts	826 schools		595 schools		-28
– Grammar	51	6%	18	3%	-35
– Academies	518	62%	228	43%	-66
– Mainstream	548	66%	309	38%	-44
– Other	23	3%	7	1%	-70
Contracted via consortia	76 schools		111 schools		+46
– Grammar	6	8%	8	7%	+33
– Academies	40	53%	43	39%	+7.5
– Mainstream	30	39%	60	54%	+100
– Other	-	-	-	-	-
Contracted via LA	666 schools		391 schools		-41
– Grammar	34	5%	1	0.3	-97
– Academies	124	19%	113	29%	-9
– Mainstream	408	61%	244	62%	-40
– Other	106	16%	49	13%	-54

2.4 When reviewing the data in Table 1 above, some key trends are apparent:

- the 595 schools individually directly contracting with Careers England members in 2012-13 represents a 28% decrease since 2011-12;

- a 44% increase in contracts via **consortia** (rather than with single schools) was reported, with an increase of 100 per cent in mainstream schools contracting via this method;
- there has been a **significant decrease in careers guidance service provision (41%) being contracted by LAs with Careers England members for schools in their area:**
 - this decrease has been particularly significant in relation to provision for mainstream schools, and
 - Academies form a significantly larger proportion of schools receiving support via LA contracts than was previously the case.

2.5 The survey revealed that there has been no reported change to the level of CEIAG support arrangements in 258 (16.5%) of the schools known to Careers England members.

2.6 DIRECT CONTRACTS WITH SCHOOLS

2.6.1 In the vast majority of cases, contracts entered into by schools with Careers England's members are for a 12 month period, with only one member reporting that it has agreements of up to 36 months in length. There are a few examples of schools entering into 15 or 24 month contracts.

2.6.2 One member, who commented that schools were buying fewer services than previously - with some requiring just 0.5 days per week for face-to-face careers guidance work - reported a decrease of approximately 66% between 2011-12 and 2012-13 in the number of directly contracted days with schools.

2.6.3 As an example, one school received 65 days of careers guidance support from its local Connexions Service in 2011-12; yet, for 2012-13, the school says it can only afford to buy in 16 days of support. In some areas, Careers England members report that there are some **schools with deficit budgets that say they are unable to fund any independent careers guidance service as no additional funding was delegated to schools when the Education Act duty was placed upon them.**

2.6.4 A widely held view of the impact that the statutory duty change has made to CEIAG provision was summed up by one member's comment: ***'Schools were poorly prepared by***

central government for the changes. Some are still undecided what they want to deliver, and how, and are struggling with how to fund this work'.

2.6.5 Whilst another Careers England member reported that there had been little, or at best mixed, information given by some LAs to local schools about CEIAG responsibilities and services compared with previous years when Connexions Services were in place, this is not always the case. The survey shows that there is good evidence that **many LAs have acted most responsibly in the transition and have communicated effectively with their local schools as well as ensuring provision for vulnerable young people is in place.**

2.7 CONTRACTS VIA CONSORTIA

2.7.1 There has been a significant **increase (46%) in the contracting of careers service provision via school consortia.** This increase has been particularly significant in relation to provision for mainstream schools, where there was an increase of 100% in the number of mainstream schools contracting for services with Careers England members via consortia, with a significantly smaller increase (7.5%) for Academies.

2.7.2 It is potentially worrying, however, in terms of sustainability that some Careers England members report that some consortia are still fragile with examples of consortia collapsing whilst negotiations were underway. Even where consortia are well-established, some members advise that direct negotiations with schools have been required in addition to contractual agreements with the consortium.

2.7.3 For one Careers England member: *'the worry is that schools are not feeling that the consortium approach offers value for money, so they may pull out altogether when the time comes for recontracting in 2013. In [another area], whilst many schools have put careers guidance in place, some have not - so leaving it up to schools doesn't always work.'*

2.8 DECISIONS BY SCHOOLS

2.8.1 One member reports that, even though it has preferred supplier status with one LA, this has only resulted in contracts with three schools. Other schools in that particular area *'have secured nothing, have their own Careers Coordinator delivering information in-house or have gone with another provider'*. In that Careers England member's current operational area, a

cluster of schools has also been purchasing its careers services through an Education Improvement Partnership - this is a welcome initiative and was included within the Practical Guide for Schools³ published in July by the DfE.

2.8.2 Another Careers England member commented that schools are *“having to do more with less” despite [the] increased pupil premium’*, whilst others reported that some schools are making staff redundant, either due to falling rolls or reorganisation, and hence are struggling to justify extra expenditure on career guidance duties for which no added funding was allocated to schools by Government.

2.8.3 This survey has also highlighted further concerns because direct procurement of independent and impartial careers guidance is a new activity for most schools - there has also been some uncertainty and lack of understanding about appropriate quality standards and staff qualifications. In addition, some schools are reported by Careers England members as having unrealistic expectations about what can be expected from Careers Advisers - either externally purchased or internal members of staff - in the time available to them. One member commented that an important ***“part of the contracting process is ensuring schools understand what careers guidance is and what can be delivered in the time”***.

2.8.4 In this context it is disturbing to report that some schools are timetabling careers guidance interviews of just 10 minutes - this is barely sufficient to identify the issues students want to discuss, let alone address substantive matters of concern, and to offer the constructive ‘challenge’ (e.g. *‘what makes you think you would be a successful XXXX ‘?’*⁴) which forms an integral part of professional careers guidance.

2.8.5 It is not clear to some schools what the interface is between the LA's continuing duty to provide support for young people with learning difficulties and disabilities - through the Section 139a⁵ process and targeted funding - compared with the school's own responsibilities for providing universal CEIAG to its learners. At the time of this survey, it is

³ Department for Education (July, 2012). *Securing Independent Careers Guidance: a Practical Guide for Schools*.

⁴ Careers guidance is not merely informing what XXXX job involves, nor advising on routes to train towards XXXX, but includes challenging how robust the young person's understanding is of XXXX and questioning too what alternatives he/she has considered should XXXX not be achieved.

⁵ Section 139a of the Education Act 2000 states that: *“The local authority must arrange for an assessment of the person to be conducted at some time during his last year of compulsory schooling.”*

worrying that some schools were telling Careers England members that their LA had not contacted them about these matters.

2.8.6 **Despite the publication of the minimal Statutory Guidance⁶ to schools by the DfE and the subsequent (more helpful) Practical Guide, there remains evident confusion amongst many schools about the nature of their new duty.** Some members report schools as saying (for example) that they want to contract to *“meet the minimum Ofsted requirement to deliver impartial guidance”* and are seeking confirmation of what this minimum requirement is. This is a cause of some concern as **there is no definition of what the ‘test of sufficiency’ will be to fulfill the school’s duty to secure independent careers guidance.** It is not Ofsted’s role to regulate the statutory duty. Beyond next year’s Thematic Survey⁷, Ofsted is only likely to report on careers guidance “by exception”.

2.8.7 Some of the Careers England members responding to this survey also indicate that a significant number of schools are also unsure of their responsibilities for collecting and reporting destination data and of the responsibilities of LAs for this – and how the two are supposed to work in concert.

2.8.8 However, there are encouraging incidences of positive and well-thought through decisions by schools covering all four components of CEIAG, both their internal provision and the added services they buy in externally to build upon their careers education provision. For example, one member reported that: *‘Most schools are purchasing one day a week (between 30 to 40 days [per annum]) of Adviser time to deliver careers guidance interviews primarily to Year 11, drop-in sessions for 6th Formers, group work on “not going into further/higher education”, “Apprenticeships” and “growth industries” and, in some cases, targeting students at risk of becoming NEET.’*

2.9 CONTRACTS WITH LOCAL AUTHORITIES

⁶ Department for Education (March, 2012) *The Education Act 2011: The Duty To Secure Independent And Impartial Careers Guidance For Young People In Schools – Statutory Guidance For Head Teachers, School Staff, Governing Bodies and Local Authorities*

⁷ Ofsted is due to be conducting a Thematic Survey of schools and their implementation of their careers guidance duty in the spring of 2013.

2.9.1 This is an area of the 'new era' which needs as much attention as direct contracting with schools. The most vulnerable young people are covered by every LA's continuing duty. The survey shows that there has been a 41% decrease, since 2011-12, in careers support for schools contracted via LAs: 97% in relation to grammar schools, 40% in respect of maintained schools and 54% for 'other' schools.

2.9.2 There is, however, considerable variation in how LAs are defining and discharging their continued careers-related duties.

2.9.3 For example, 15 Careers England members are currently contracted to deliver 'targeted' career guidance services across twenty seven LA areas that they are working with. These 'targeted' services include:

- Section 139a assessments
- Intensive Supervision and Surveillance Programme (ISP) support
- Child in Need meetings
- Common Assessment Framework (CAF) meetings
- Team Around the Child (TAC) meetings
- Support for young people who are:
 - teenage parents
 - at risk of becoming NEET
 - NEET
 - in the looked after system
 - care leavers
 - young people with learning difficulties and/ or disabilities (LDD)
 - school action
 - school action plus
 - home educated
 - lesbian, gay, transgender, bisexual or questioning (LGTBQ)
 - young offenders

2.9.4 The survey clearly demonstrates that **many LAs are evidently discharging their duties well**. As an example, one Careers England member reports that an LA has commissioned it to

provide a comprehensive range of targeted services for young people in its locality. These services include: 1:1 interviews, invite to work meetings, Section 139a assessments, SEN Reviews, TAC meetings, CAF meetings and Child in Need meetings.

2.9.5 Another member reports that, through an LA-commissioned contract: *'We will see all pupils with an identified learning need. We complete S139a assessments where appropriate. We have worked with the local authority to develop a suite of "at risk" indicators which have helped to identify pupils who are eligible for the targeted IAG service on behalf of the local authority. We provide a universal follow-up and tracking service. We also provide support for all young people who are NEET.'*

2.9.6 In a further instance, a member reports that its LA contract means that: *'Section 139a assessments are part of the targeted service and transition reviews attended from Year 9 upwards. We are developing a more personalised package of programmes for those young people with more complex LDD needs that cannot be met through mainstream provision. A generous allocation in terms of deciding which priority groups are in the targeted group so still eligible for the service (particularly school action and action plus still being included)'*

2.9.7 However, as referred to above, there have also been worrying instances reported by members where the evidence is that little, or at best mixed, information has been provided to schools about services available from some LAs now that the Connexions Service is no longer in place.

2.9.8 Another Careers England member also reports that staff in one LA are completing Section 139a assessments without appropriate guidelines about the new arrangements having been issued to school staff. The varied ways in which this Section 139a duty is being discharged is confirmed by that same member also reporting that, in another region where it offers services, each LA that has commissioned it to provide services has included a contract specification that includes delivery of the SEN/LDD statutory duty. That member voiced further concerns that a number of LAs are only working with their own SEN residents; no host arrangements are in place. The worry is that the result of this will be that many schools will have a significant number of professionals from students' home areas seeking access to them with little or no coordination of these requests, which would be detrimental to the

efficient running of a school and possibly the services provided to support young special needs students in transition.

2.9.9 The conclusion to be drawn is that there clearly are **significant differences in practice across the country. There may, therefore, be a value in disseminating effective practice and clarifying/ reminding LAs of their duties possibly through the good offices of the LGA.**

3. TRACKING YOUNG PEOPLE'S DESTINATIONS

3.1 The key elements of destination tracking are 'intended destinations', the 'September Guarantee' and the 'Annual Activity Survey'. This work continues to be part of statutory requirements and is essential not only for identifying where young people are progressing to but also to underpin the implementation of Raising of the Participation Age (RPA). However, **tracking arrangements appear to be significantly fragmented across the country.**

3.2 In some areas of England, there are now no central arrangements for tracking in place; hence some schools have decided to buy a tracking service from Careers England members. In other areas LAs have purchased basic tracking services from Careers England member companies.

3.3 Some Careers England members report difficulties in obtaining information from some providers; some of these providers are reported as saying that they did not realise that they would still need to provide this data and are concerned about the administrative burden this places upon them. The survey shows that access to all relevant data is problematic in some schools. In seeking to fulfill a tracking contract, where Careers England members do not also have direct contracts with schools for careers guidance services, this can be difficult, with some schools not understanding the consequences of incomplete data – not only for an LA, or indeed for a school in respect of its published destination data, but most worryingly for young people's participation and progression.

3.4 Practice varies across England – as evidenced by further examples below:

- Two Careers England members comment that they will continue to gather tracking information for the LAs where they principally trade/contract, whilst another

provider (i.e. not the Careers England member) is actually contracted to gather tracking information as part of its targeted services contract with the LA.

- Another Careers England member reports experiencing wide variation in LA decisions concerning tracking: in one LA where it is under contract to the LA, destination information will be gathered at a similar level to previous years whereas, in another area, the LA has decided that it will simply rely upon sending out a questionnaire to schools in the 'hope' that it will be completed and returned, but without any leverage applied on providers.
- Where a school is known to have no arrangement in place to secure services from an external independent Careers Adviser, Careers England members report that they are increasingly finding that there is often also no focus by the school on gathering and using tracking data.

4. THE NATURE OF CAREERS SERVICE PROVISION BEING PURCHASED BY SCHOOLS

4.1 CAREERS ADVISERS (CAs)

4.1.1 This section of the report looks at how schools are known to be making professional careers guidance services available to their students. Despite the Education Act explicitly stating that the duty cannot be discharged by anyone employed by a school, fifteen of the 21 Careers England members responding to this survey knew of schools that had recently employed their own Careers Adviser(s) - in some cases, they were aware of this as the schools have employed some of the companies' ex-employees (often those whose posts were made redundant due to the cuts to Connexions in the previous year). **It is not sufficient for a school only to employ its own careers advisory staff in order to discharge the new duty – the Act makes schools responsible for commissioning independent careers guidance services not delivering them.**

4.1.2 Careers England members are aware of at least 109 schools that have employed their own Careers Adviser. The qualification levels of these staff, where known, are:

- QCF Level 5 (L5)= 57

- QCF Level 6 (L6) = 20 (QCF L6 is the professional level required for the new national Register of the Career Development Institute, and is the professional level at which Ministers aspire to see 50% of the National Careers Service delivery staff achieving).
- Other = QCF Level 2.

4.1.3 One Careers England member expressed serious concern that not all schools known to be ‘employing’ an adviser were even employing QCF Level 5 qualified Careers Advisers: *‘RPA pilot funding has been used to place unqualified transition workers in schools and some schools are opting not to purchase qualified support as a result’*.

4.1.4 There are 60 known cases of schools allocating careers guidance duties to an internal member of school staff. In other cases, Careers England members are aware that this has happened but could not provide any detailed information.

4.1.5 The title of school staff now expected to deliver careers guidance provision includes: careers co-ordinator, Head of Careers, sports teacher, sixth form adviser, learning mentor and pathways adviser.

4.1.6 A Careers England associate member responded to the survey making detailed comments on the impact on her service delivery. Her observations included:

- (i) Learners having reduced access to CEIAG resources, including psychometric testing, compared with previous years
- (ii) Her earnings and conditions have been significantly reduced in level and quality; she is considering leaving the profession
- (ii) There is no access to continuing professional development (CPD) via schools she contracts with or (in another case) the careers service provider that employs her to work in one school.

4.1.7 Table 2 provides details of the services that Careers England members are providing to schools in 2012-13, bringing external expertise into over 1,000 of England’s secondary schools:

Table 2: Service provision	No. of CE members reporting this activity
Support for pupils	19
On-site 1-to-1	18
On-site group work	17
On-site drop-in	15
Support outside term time	10
Support on exam results days	13
Workshops for year groups	2
Access to online services	10
Psychometric testing	1
Working in partnership with other agencies	1
RPA events	1
Employability activities	1

4.2 WEB-BASED SERVICES

4.2.1 Nine of the 21 Careers England members responding to this survey were aware of at least 90 schools that had provided enhanced access to online services. Examples of resources cited were:

- KUDOS Inspire
- icould
- Careersbox
- Careerscape
- Sortitonline
- U-Explore

– Fast Tomato

– National Careers Service website

4.2.2 A caveat to this section of the survey report is that several Careers England members also advised that schools may well have provided access to these online services in previous years, hence this list may not therefore represent an 'enhancement' in provision.

4.2.3 A Careers England member providing a range of CEIAG resources for schools commented that: *“The number of schools licensed for our products fell by 9% like-for-like at the end of the last academic year. In the main this was as a result of Connexions/LAs not buying for the schools in their area and the schools themselves not picking up on the necessity to have resources.”*

4.2.4 Whilst this member reports that there have been signs of a recovery in the current academic year, it is too early to say whether demand, and therefore young people's access to these resources, will return to previous levels. This particular Careers England member had supplied two-thirds of schools with its software in 2011-12, and ascribed the reported fall in licensee numbers to the closure of approximately 200 Connexions Centres where young people in transition had previously been able to access such resources, outside of school and at a local level – now denied to young people in most of England unless, for example, an LA provides or contracts for such provision as part of its targeted services.

4.3 SUPPORT PROVIDED FOR PARENTS/CARERS

4.3.1 Seventeen Careers England members report that they have been contracted to provide school-based support for parents/carers. Services being delivered in 2012-13 include:

- contributing to consultation evenings/events (88%). 1 member charges an additional fee for this service
- organising and/or attending opportunities fairs for Year 11s and their parents/carers (13%)
- individual members report that they provide one or more of the following elements of provision:

- Newsletters (e.g. on Labour Market Information)
- Apprenticeship presentations
- Apprenticeship Jobs Fair
- Year 9 parents' event
- Youthbox website
- Telephone and email support.

5. ALTERNATIVE SOURCES OF CAREER GUIDANCE SERVICES

5.1 Careers England is a voluntary Trade Association, members choosing to join. Hence, in the market that exists in careers guidance services, there are suppliers of services who are not members of Careers England. This section of the report provides an insight, from Careers England members, on other careers service providers known to be contracting with schools.

5.2 Seven Careers England members report that schools they worked with in 2011-12 are known to have bought careers guidance services from other sources (i.e. non-Careers England members). Further members indicate that they know of this happening but cannot provide any data. Examples of the alternative sources of careers services are sole traders (including, in some cases, Careers Advisers who have been made redundant in recent years), other careers service providers, including some competing Careers England members, other (former/continuing) Connexions providers, a youth trust, an education partnership and a community-based adult advice centre.

5.3 Careers England members cite the following examples of other organisations and processes that some schools have mentioned when citing how they are discharging their new careers guidance duties:

- Careers service providers that are not Careers England members
- Careers Academies UK
- Inspiring the Future speakers
- Careers Fairs

- Counselling providers
- National Careers Service and UCAS websites
- b-Live/ other on-line service providers.

6. SCHOOLS CONSULTING STUDENTS ON CEIAG PROVISION

6.1 Despite one of the known major achievements of the Connexions era being the significant engagement of young people in the design and review of CEIAG provision, it is of serious concern that only two of the Careers England members responding to this survey are aware of any schools consulting their students on the design and review of CEIAG services today.

6.2 One comments that this consultation takes place as part of the school's Investor in Careers (CEIAG Quality Award) activities, which demonstrates just one of the many benefits CEIAG Quality Awards can bring.

7. CONCLUSIONS AND RECOMMENDATIONS

7.1 The survey has revealed significant changes in the delivery of CEIAG in England from 2011-12 to 2012-13.

7.2 There are examples of good practice amongst Careers England members and their partners as they meet the challenges of the new arrangements.

7.3 However, there are a great number of examples of reductions in service levels and quality. Many schools are inexperienced in purchasing external services and do not understand what represents good practice in the overall provision of CEIAG. Furthermore, many of the newly-established school consortia are fragile and some have collapsed before commissioning was completed. **The survey shows that too much is being left to chance by policy makers; and it is time to do more to help every school to be more effective in discharging this new statutory duty.**

7.4 Some schools are known to be continuing to work hard to ensure that their overall CEIAG provision properly addresses all four components of high quality provision. The continuing

existence of 13 dedicated CEIAG Quality Awards⁸, which can trace their history back to the early 1990s and have developed over time to become highly valued by a great many schools, is now complemented by national validation of these Awards through the Quality in Careers Standard. Schools which invest in the solid foundations of careers education enable their students to become better equipped to make effective use of careers information, advice and guidance as they make choices and plans concerning their futures. **Uniquely these Quality Awards can accredit all four components of CEIAG and their use should be advocated more strongly in a future update of the Statutory Guidance/Practical Guide for Schools.**

7.4 Whilst 258 schools are reported to have maintained previous levels of CEIAG services to students, there is a clear overall trend towards reduced levels of external services being brought into schools under contracts.

7.5 The comment of one school that it intended to meet the “minimum standard” required by Ofsted was revealing. It raises important issues about how the new duty is perceived by schools themselves and there may well be further questions about the future of inspections of careers guidance within schools once the Thematic Survey is published next summer.

7.6 The survey shows that a number of schools are now employing their own career guidance staff. Some of those charged with delivering careers guidance are evidently unqualified for the function, and others are on significantly reduced “pay” and conditions, and concerns exist about access to CPD.

7.7 Whilst there is evidence of schools using online sources of information, it is not clear whether this has increased over the past year. Overall, the pattern of service provision in schools appears to rely on traditional methodologies, at a significantly lower level of funding.

7.8 There is evidence of sound decisions being made by many LAs in respect of their ongoing duties, but this is not universal. There are also significant variations in the arrangements for securing targeted services across the country. At one end of the spectrum, some LAs are working closely with providers including Careers England members and schools

⁸ In an audit for the Quality in Careers Consortium in October 2012, the 13 Quality Award providers reported that there were 650 schools and colleges currently holding one of these Awards in England and a further 456 working towards achieving an Award. This equates to **1106** schools and colleges.

and, at the other, there is a worrying degree of confusion and lack of awareness of what is required and what is on offer from the LA. **There could be real value in promoting best LA practice more widely (perhaps involving the LGA).**

7.9 Similarly, practice in securing tracking data varies widely; in some areas Careers England members will continue to gather tracking data for their LAs. At its worst, one LA is sending a questionnaire to schools in the hope that it will be completed and returned. The reported difficulty in accessing information from some post-16 learning providers will be problematic should this become more widespread. This requires action and **could be addressed in the promotion of best LA practice** as recommended above.

7.10 There is little evidence that schools consult their students on the level of CEIAG service that should be provided, nor on services received and their impact. This needs to be rectified and **exemplars of good practice in involving young people could be included in a future update of the Statutory Guidance/Practical Guide for Schools.**

7.11 There are concerns over some of the alternative providers seeking to sell their services to schools in respect of the quality assurance of the provider and the professional competence of its delivery staff. The DfE has set no quality assurance standard for schools to adhere to, nor has it specified what constitutes professional competence to deliver careers guidance for pupils and students. By contrast, the Department for Business, Innovation & Skills requires all providers (prime contractors and sub-contractors) of the National Careers Service to be accredited by the **matrix** Standard (the organisational industry standard for providers of information, advice and guidance), and must employ a number of professionally qualified Careers Advisers who hold QCF Level 6 qualifications. **It is wrong to enable schools to secure independent careers guidance services from any supplier that does not meet these same national standards – young people deserve, and have the right, to be provided with quality assured careers guidance. This needs to be addressed and could be included in a future update of the Statutory Guidance/Practical Guide for Schools.**

7.12 The statutory duty on the face of the Education Act 2011 is clear, however, that no matter what a school delivers internally in terms of all four aspects of CEIAG, it cannot discharge its careers guidance duty solely through internal provision. It must secure additional external and independent careers guidance. **The outcomes of this survey**

demonstrate that the lack of an explicit 'test of sufficiency' in fulfilling this duty is not merely a hindrance to the successful implementation of the duty itself, it risks disadvantaging young lives - some young people are clearly being denied access to the services they need and should be receiving. This urgently needs to be addressed and should be included in a future update of the Statutory Guidance/Practical Guide for Schools.

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