

Careers Profession Task Force

Composite Progress Report to Ministers, March 2012

[Showing the CPTF Report extracts in blue and the March 2011 report in italics against each recommendation].

1. Background

In October 2010, the Careers Profession Task Force published its report, '*Towards a Strong Careers Profession*'. The report set out the Task Force's vision for the careers profession in England, and made 14 recommendations that focused on the actions needed to assure a high standard of professional practice throughout the careers workforce.

So that this composite progress report may be read as a stand-alone document, it covers the progress which has been made over the past two years. Both the progress as at the end of March 2011 and 2012 are shown below to demonstrate:

- that there is much to celebrate, and
- where there are areas to address where progress has either stalled, or been materially affected by policy changes beyond the control of those responsible for implementing the Task Force's recommendations.

2. Progress

Chapter 1: The careers profession in context

Careers Advisers and Careers Educators provide careers education, information, advice and guidance (CEIAG) programmes to young people in schools and colleges. They work in partnership, bringing together Careers Advisers' specialist expertise with Careers Educators' knowledge of the school context. Using this 'partnership model', they can provide a CEIAG programme that is impartial, contemporary and focused on the abilities and interests of each individual student.

Recommendation 1: The Task Force is persuaded of the importance of the partnership model, and recommends that Government should seek to maintain and strengthen this model as it develops its future vision for careers education and guidance.

The March 2011 Report: Recommendation 1

Progress: Uncertain

The Task Force welcomes the Government's reaffirmation in principle of the partnership model. But, for the following reasons, we are concerned about whether this intent is being converted into practice:

- *The Education Bill makes partnership with external organisations a part of the duty on schools, but at the same time removes the statutory duty for schools to provide programmes of careers education. We note that Ministers have started to reinforce the importance of careers education (even if it is not statutory), but recommend that they do so more assertively.*
- *The latest clarification from civil servants suggests that schools can employ their own careers advisers and can meet their proposed statutory duty to provide an external source of guidance*

through, for example, access to online resources. This would effectively allow schools to opt into the partnership model or not, as they wish. It is also questionable whether such a 'duty' is worthy of legislation.

- We are further concerned that the school-led contracting model, as proposed in the Bill, will change the nature of the relationship between schools and the external organisation, further undermining the principles of a partnership model.
- We note that the rationale for the partnership model is not only access to impartial guidance but also the proximity of the external service to the labour market and access to broader resources (which can provide not only services to pupils but also CPD to school staff in relation to their own careers education and guidance roles). These need to be attended to in framing the new arrangements, alongside the issues of quality control and professional standards. This is linked to the issue of whether the all-age service is simply an optional contractor within the proposed 'market', or has a broader strategic role, e.g. in relation to CRM/tracking systems. We strongly advocate the latter.

March 2012 Progress Report: Recommendation 1

Progress: More Uncertain than in 2011

The Task Force is concerned that changes created by Sections 28 and 29 of the Education Act 2011 undermine the partnership model of delivery with external careers guidance, informed by the labour market, building upon internal careers education programmes of activities.

The Statutory Guidance to schools on their new duty to secure independent careers guidance fails to indicate that careers education is essential to provide all young people with the knowledge, skills and confidence to make career plans and choices; whilst the Guidance makes it clear that independent careers guidance should be secured which is not to be delivered by a person or persons employed by the school, it is weakly phrased and does nothing to prevent schools choosing not to provide face-to-face careers guidance at all.

Chapter 2: A stronger, more unified profession

Careers Advisers and Careers Educators are part of a wider community of practice which covers those who provide careers services to young people and adults, in a wide range of contexts and settings. This community of practice is only weakly professionalised. It does not have the essential characteristics of a strong and autonomous profession: the capability to speak with one voice, and a common set of professional standards and a code of ethics.

Recommendation 2: The Task Force welcomes the action recently taken by the main careers professional associations to establish an overarching group for the membership bodies, the Careers Profession Alliance, as a single authoritative voice, and recommends that Government should demonstrate its active support and encouragement for this process.

Recommendation 3: The Task Force recommends that the Careers Profession Alliance should develop common professional standards and a common code of ethics for careers professionals, and that all organisations represented in the Alliance should expect their members to adhere to these standards.

In order to assure a high quality careers service for young people and adults, the common professional standards should include a minimum entry-level qualification for careers professionals and a commitment to continuing professional development (CPD).

The March 2011 Report: Recommendations 2 and 3

Progress: Good

The Task Force is pleased to report that the Careers Profession Alliance (CPA) is now established and includes six Professional Associations:

- *The Institute for Career Guidance (ICG)*
- *Association for Careers Education and Guidance (ACEG)*
- *National Association for Educational Guidance to Adults (NAEGA)*
- *Association of Graduate Careers Advisory Services (AGCAS)*
- *Northern Ireland Schools Careers Association (NISCA)*
- *Association of Careers Professionals International (ACPI)*

The CPA has undertaken work to establish Professional Standards that cover:

- *A common code of ethics*
- *Membership criteria and common levels of entry*
- *A framework for initial training and CPD*
- *A Register of Members that will help to set common standards across the sector and define the professional entry level at level 6 (QCF).*

The CPA is acting as a single authoritative voice for the careers profession. Furthermore, it has committed itself to developing one professional body and achieving Chartered Status within three years.

With support from LSIS, the CPA has built on the excellent foundation laid by LLUK. For the first time, there will be a framework in place that has been developed by the profession itself and embraces all parts of this diverse sector.

Whilst much remains to be done, and detailed consultation needs to take place between members of the CPA and their respective memberships, there is a clear enthusiasm for commitment to meeting the requirements of a fully fledged Chartered body. This will not only raise standards in the profession but also provide consistent high level support to young people and to adults already in the labour market.

March 2012 Progress Report: Recommendations 2 and 3

Progress: Good

The Task Force is pleased to report that the CPA is progressing well. The support of some project funding from DBIS has been helpful, and appreciated.

The CPA now comprises four of the major associations representing the career development profession (ACEG, ICG, NAEGA, and ACPI). It plans to become one body, with the working title of the Career Development Institute (CDI), from January 2013.

The Common Code of Ethics is in place.

The proposed Competency Framework, with 10 core competencies and 10 functional competencies, is scheduled to be agreed by the CPA Executive in April 2012. This framework is based on the National Occupational Standards (NOS) for Career Development, developed by Lifelong Learning UK (LLUK). The demise of LLUK, however, has created cause for concern about the future 'home' for the career guidance sector in the UKCES/Sector Skills Council network.

The professionalisation of the Careers Sector, driven forward by the Careers Profession Alliance (CPA) and associated partners, has also involved establishing working links with the Employment Related Services Association (ERSA), working in partnership with the industry-wide POWER group. The ERSA will introduce a new Professional Institute, funded and supported by UKCES, which will oversee the development of new professional qualifications and standards for the welfare-to-work industry. This is especially important for the future in the context of co-location of National Careers Service staff in Job Centre Plus and further education college settings.

Recommendation 4: The Task Force recommends that members of the careers profession should be expected to achieve a minimum level 6 (QCF) qualification before starting to practise, that the Careers Profession Alliance, working principally with Careers England (and involving the broader base of employers of careers professionals), should support such transition arrangements as are necessary for those individuals currently practicing below this level, and that consideration should be given to raising the minimum level to level 7 within five years.

The March 2011 Report: Recommendation 4

Progress: Good

The CPA has developed three levels of membership for the profession:

Professional membership: *Requires a minimum authenticated Level 6 (QCF) in a relevant qualification. Members are entered onto a national Register of Members and required to uphold professional standards, a Code of Ethics and meet requirements for CPD. Membership covers Careers Educators with relevant qualifications, and the CPA is collaborating with the Welfare to Work sector to include appropriate qualifications.*

The CPA is seeking to develop the Register of Members into a Licence to Practise. The CPA is also looking to develop a Level 7 minimum for professional membership, a pre-requisite for achieving Chartered Status.

Associate membership: *Requires relevant qualifications at Levels 3, 4 or 5. Progression to professional status will be supported through a competence (NOS) based career progression framework. Related qualifications are being accommodated using a competence based approach and 'top up'.*

Affiliate membership – *This level is for all those who are interested in the profession, and will include a student membership category.*

March 2012 Progress Report: Recommendation 4

Progress: Good

The Task Force is pleased to report that the CPA has developed a professional Register for career development professionals.

From 1 May 2012, members of CPA partner associations (ACPI, ACEG, ICG, and NAEGA) will be eligible to join the 'shadow' Career Development Institute. They will then be able to apply to join the Register if they have:

- a CPA approved qualification at QCF level 6 or above, or
- an alternative qualification at QCF level 6 or above, plus robust evidence of competence equivalent to level 6 or above in career development against the competency framework.

Conditional registration will be possible for those members with an NVQ level 4 (QCF level 5) in a specified career development qualification, as long as applicants achieve a QCF level 6 qualification within 2 years.

To join the shadow CDI, members must:

- sign up to the CPA Code of Ethics;
- commit to Continuing Professional Development (CPD) that may be monitored;
- be currently practising in career development;
- have practised in career development for at least one year.

There will be no minimum qualification requirement for members joining the CDI, as the hope is to improve the skill level of all career development professionals (whatever their starting point) by providing access to the Competency Framework and to high-quality CPD opportunities.

The expectation is that the CDI will be full constituted by 1 January 2013, after which anyone meeting the above criteria may become a member, whether or not they have previously been a member of a CPA partner association.

Recommendation 5: In support of a more diverse workforce, the Task Force recognises the importance of the work-based route into the profession (leading to a level 6 qualification) and recommends the development of a single career progression framework which is capable of incorporating the concepts of 'Careers First' and 'Careers Last'.

The March 2011 Report: Recommendation 5

Progress: Satisfactory

The Task Force is pleased to report that the CPA has designed a new Career Progression Framework. This sets out the qualifications and competencies needed in each role, and identifies the progression pathways to higher levels of practice and specialisms such as STEM and LMI. Subject to funding, the CPA plans to develop the framework into an online system. The CPA is seeking to firmly establish the new framework ahead of the launch of the all-age careers service.

The framework will help to promote entry to the careers profession for people from diverse backgrounds. But steps have also been taken to help diversify the workforce by further developing the work-based route into the profession. For example, the ICG has recently formed a strategic partnership with the OCR Awarding Body to strengthen and expand accredited, work-based entry routes. In addition, the CPA is drawing on the good work in this area by LLUK, which has developed an equality and diversity toolkit for organisations providing careers guidance.

However, the Task Force notes that no work has been carried out to establish concepts of Careers First or Careers Last as we recommended. We understand that work on this will follow once Career Progression Framework has been established.

March 2012 Progress Report: Recommendation 5

Progress: Fair

The Task Force reports that the CPA is addressing the issue of CPD and conditional entry to the Register as set out under Recommendation 4 above.

As yet, however, there is no action to report on 'Careers First' or 'Careers Last'.

Recommendation 6: The Task Force recommends that the organisations forming the Careers Profession Alliance should expect their members (whether individual members of

the careers profession or employers of careers professionals) to demonstrate a commitment to CPD.

In addition to updating core knowledge and skills, continuing professional development also helps careers professionals to keep pace with the dynamic contexts in which they work, and to develop knowledge and skills in new areas of economic and political priority.

Recommendation 7: The Task Force recommends that initial training and CPD should include a focus on labour market information (LMI), information and communications technology (ICT), and science, technology, engineering and mathematics (STEM), all of which are crucial to all members of the careers profession in delivering high-quality career guidance; and that, through CPD, there should be opportunities for further development of 'specialisms', leading towards the concept of an Advanced Careers Practitioner.

Recommendation 8: The Task Force recommends that the organisations in the Careers Profession Alliance should consider requiring their members to self-declare the nature and amount of CPD they have undertaken each year, with a random sample being required to provide evidence to assure quality.

The March 2011 Report: Recommendations 6, 7 and 8

Progress: Good

As we note above, the professional standards developed by the CPA include a commitment to minimum levels of CPD.

There are already systems in place for members of some Professional Associations to self declare the nature and amount of CPD they have undertaken each year. However, there is significant scope to improve on this, and the CPA has developed the following requirements for its members:

- **Professional membership:** CPD will be compulsory in line with the national register requirements and monitored using random sampling.
- **Associate membership:** members will be obliged to do CPD and this may be self-declared.
- **Affiliate membership:** members will have access to CPD.

The CPD framework will include minimum hours, but the focus will be on competence and learning outcomes based on National Occupational Standards developed by Sector Skills Councils.

The CPA Executive Group has also agreed to work towards harmonising the different associations' CPD offers. Particular attention is being paid to a range of learning approaches, including online development opportunities and working with employers and other stakeholders.

With regards to training and CPD in STEM, LMI and ICT, the following progress has been made:

LMI: An LMI on-line module, developed by the University of Warwick's Institute for Employment Research and funded by the [then] SSDA in 2007, is currently being updated. Its purpose was to support career professionals in their research and use of LMI in the career guidance process. The module was made freely available through the National Guidance Research Forum website ([link](#)). The volume of hits on this module has been increasing steadily since its launch and there is evidence it has been embedded in the CPD programmes of careers organisations. The module will be moved to the University of Warwick's website in the Spring of 2011, to provide stability and sustainability for the revised version. Synergies with the STEM learning module, currently under development, are being built into the LMI module, to ensure learners link between the two knowledge domains of LMI and STEM.

STEM: The STEM subject choice and careers project team (led by Sheffield Hallam University [link](#)) linked up with the Warwick IER team in autumn, 2010, to produce an on-line learning module to support the active learning through CPD of careers professionals and careers coordinators in the area of STEM. The STEM Careers Project is part of DfE STEM programme – developing a wide range of resources and support for subject teachers as well as careers professionals – so the STEM module includes awareness of the breadth of resources produced by the project and access to a wide range of partner materials including Future Morph (Science Council careers website) and Maths careers website (hosted by Maths Community). The structure for this learning resource will mirror that of the LMI module. Positioned with

the National STEM website, it will have multiple links with the Warwick LMI module. Relying heavily on the resource pack produced from the STEM project, this resource will also provide LMI on STEM issues. It will support the process of learning required to think through and undertake research into current and reliable LMI on STEM on an ongoing basis. It will be available late spring, 2011.

TDA are in contact with the National STEM centre and are looking at updating the TDA CPD materials (for teachers) to include a focus on ICT and STEM. There is also the intention to explore the scope for involving the TDA in increasing teacher's knowledge and understanding of STEM careers through initial teacher training.

***ICT:** The UK Commission for Employment and Skills has recently published a series of reports on different aspects of integrating ICT into the career guidance process. These are all available through a common portal [here](#). The reports provide comprehensive, evidence-based research into the increased use of ICT in careers practice and provide a clear indication of the potential for extending and developing practice in this area. Whilst it is clear from the evidence that the further integration of ICT into careers service delivery is essential for effective delivery of services, a number of key issues need to be resolved before its successful implementation can be achieved fully. These include CPD support for careers professionals and the careful attention that needs to be given to the ICT specification for the all-age service to ensure this supports fully integrated provision. Progressing the details of this CPD agenda more concretely will be difficult until the precise shape, form and scope of the all-age service is known.*

The Task Force notes that no work has yet been undertaken on the concept of an 'Advanced Careers Practitioner', but the CPA reports that the new framework should support the concept. The CPA plans to develop this further once a register/licence to practise has been established.

March 2012 Progress Report: Recommendations 6, 7 and 8

Progress: Good

The Task Force is pleased to report that the CPA is addressing some of these matters, as set out above under Recommendation 4. In addition, all members of the CDI will be expected to commit to CPD.

Core elements of the Competency Framework include 'Using Information and Communication Technologies' and 'Obtaining Labour Market, Learning and Occupational Information and Managing its Use'.

The Task Force is also pleased to report that the STEM module is complete and now freely available from the Institute for Employment Research (IER) at the University of Warwick: <http://www2.warwick.ac.uk/fac/soc/ier/ngrf/stem/>. This module was funded by the Centre for Science Education at Sheffield Hallam University and Babcock Enterprise as a legacy resource from the DfE STEM Subject Choice project. IER led the development of the module drawing on materials and insights from across the STEM Careers Action Programme. The module will move to the National STEM Centre as part of recommendations set out the STEM Careers Report to the Gatsby Charitable Foundation. The HE STEM Programme has recently funded 24 advisers and teachers to undertake a 10 credit Level 7 equivalent unit built around the self-study module.

The LMI module has now been completely updated and migrated to the University of Warwick website. The module structure mirrors that of the STEM module. No funding support was received either for the update or migration. Ongoing discussions have been taking place since January 2012 between DBIS, SFA, National STEM Centre and ONC. None are able, or willing to support an open access model for the module, though ONC are interested in signposting it as the learning resource for their level 6 qualification.

Colleagues from Scotland, Northern Ireland and Wales have been in discussion with the Warwick team – all are actively pursuing access to this module.

The Warwick team has also developed an online module to support the use of ICT. A suite of on-line training modules will be available from IER in the near future.

Chapter 3: The careers profession at work with young people

Careers Advisers and Careers Educators are the foremost providers of CEIAG to young people. As with all careers professionals, Careers Advisers and Careers Educators should be trusted to recognise the importance of careers professionalism to their own skills and competencies.

Recommendation 9: The Task Force recommends that both Careers Advisers and Careers Educators, where they consider themselves to be careers professionals, must uphold the professional standards and meet other expectations of the careers profession.

Schools and colleges play a crucial role in supporting young people's CEIAG. There are a range of measures available to schools and colleges to help them assure students and their parents of high-quality CEIAG.

The March 2011 Report: Recommendation 9

Progress: Uncertain

The CPA has reported to the Taskforce that its professional standards and the new Career Progression Framework have been designed to include both Careers Educators and Careers Advisers.

However, the Task Force considers that the lack of clarity about current policy in relation to schools and CEIAG means that the outcome for this recommendation is uncertain. As we note in the report on Recommendation 1, it is vital there is clarification from the Government about the expectations for schools, particularly whether or not they can employ Careers Advisers.

March 2012 Progress Report: Recommendation 9

Progress: Fair

The Task Force reports that the CPA has addressed some of these matters, and members of the CDI will be expected to adhere to the Code of Ethics and commit to CPD. Those on the CDI Register will be subject to complaints and disciplinary procedures.

In respect of schools' new duty to secure independent careers guidance, however, the Task Force is concerned that the Statutory Guidance falls short of making explicit that appointing their own Careers Adviser and/or signposting to a helpline or website will not be sufficient to fulfil this duty.

Recommendation 10: The Task Force recommends that an overarching national kite mark should be established to validate the different CEIAG quality awards for schools, colleges and work-based learning providers.

The March 2011 Report: Recommendation 10

Progress: Good

There has been widespread support from the sector for the introduction of an overarching kite mark to validate the different quality awards. Careers England (the trade association of specialist careers employers) will now be helping to develop this kite mark, working with the 18 providers of CEIAG quality awards and experts in the field of careers education and guidance.

Proposals concerning the kite mark will be presented to the Task Force and the DfE by July 2011.

Once the kite mark has been developed, the TDA will assist with the communication strategy, informing the school workforce of its existence and added value (principally via the School Partnerships project and TDA Regional Leads).

March 2012 Progress Report: Recommendation 10 **Progress: Excellent**

The Task Force is pleased to report that the work initiated by Careers England, which involved widespread consultation with all of England's current CEIAG Quality Award providers, was completed at the end of 2011. The ensuing report was accepted by the CPTF and reported to Ministers and officials who welcomed the establishment of the Quality in Careers Consortium to oversee the Quality in Careers Standard as the national validation for those Awards which seek and meet its criteria for the Standard.

A dedicated section for the QiCS has been established on the Careers England website <http://www.careersengland.org.uk/quality.php?page=introduction>

The Consortium Board is in place. 14 CEIAG Quality Awards have committed to work towards QiCS (equating to 78% of the award providers that were in existence in March 2011 and now known to be 100% of those which are 'live' as at the end of March 2012).

Extensive materials have been completed to provide a guide to the Standard and self-assessment support for committed Award providers. National validation processes and procedures are being finalised by a newly-established expert team working under the direction of the Consortium Board – these will be disseminated to committed Award providers very soon. The first Award providers to come forward for national validation against QiCS are expected to do this autumn. This excellent progress has been led by the sector, with welcome support of some project funding from DBIS.

Recommendation 11: The Task Force recommends that any organisation that is making arrangements for the provision of career guidance to young people should ensure that the provider meets a relevant, nationally approved quality standard, and that Government should support the establishment of such a standard.

Examples of good CEIAG do exist, and schools, colleges and work-based learning providers need help to spread this good practice throughout the system.

The March 2011 Report: Recommendation 11 **Progress: Uncertain**

The Task Force welcomes plans for a national quality standard to be applied to the all-age careers service. The Task Force is concerned that no decision has been taken on what that national standard will be but understands that recommendations will be made to Ministers in May 2011 based on the results of the trial of the enhanced matrix Standard. Government has confirmed that it will establish a quality standard, which will assure schools that providers of careers guidance are delivering a high quality service. The Task Force recommends that this should be the same national quality standard to be applied to the all-age careers service.

The Task Force considers that in making arrangements for the provision of career guidance to young people and adults, all organisations must ensure that there are strong links between the three elements of the quality assurance framework:

- *professional standards for the careers advisers delivering the services*
- *CEIAG quality awards for schools and colleges which meet the proposed new kite mark*
- *a single national quality standard for all providers of careers services for young people and adults (whether procured directly by Government or secured by schools under their proposed new duty).*

The CPA and Careers England are preparing a joint statement on these three elements of the quality framework.

The Task Force notes that questions also remain about HE institutions' adherence to a quality standard for the provision of their careers services (AGCAS currently requires the matrix Standard for membership). In addition, questions remain about how the current Quality Standards for Young People's IAG will fit with the new era; most of these standards have much merit in terms of being strongly focused on serving young people's needs, which will be important to address once schools have new responsibilities under their proposed new duty.

March 2012 Progress Report: Recommendation 11

Progress: Mixed

The Task Force is pleased to report that the revision to the **matrix** Standard for providers of information, advice and guidance on learning, work and life choices has been achieved and welcomed. This revised Standard is now required of all providers of the National Careers Service from 1 April 2012.

Regrettably, however, despite Recommendation 11 being accepted in principle by Ministers in 2010, the Task Force is concerned to report that it is not the case that *'any organisation that is making arrangements for the provision of career guidance to young people should ensure that the provider meets a relevant, nationally approved quality standard, and that Government should support the establishment of such a standard'*.

The Task Force reaffirms the importance of quality-assuring all career guidance provision whether it is provided by the National Careers Service or secured by schools from other providers. Hence, in the absence of more definitive guidance appearing within the Statutory Guidance for school leaders and governing bodies, this three-pronged approach has been commended by the Quality in Careers Consortium Board to all making key decisions in England's schools, and is supported by the Task Force:

In fulfilling its new duty to 'secure independent careers guidance' for their pupils and students, a school will be most effective where:

1. *Its overall careers education, information, advice and guidance programme is quality-assured against one of the dedicated quality awards available and where that Award meets the Quality in Careers Standard national validation.*
2. *It builds upon its internal programme by securing specialist careers advice and guidance services from an external provider, close to the labour market and therefore able to assist young people to make informed choices: such a provider should meet the matrix Standard, as the accepted 'industry standard' for advice and guidance on learning and work.*

3. *The externally secured provider of career guidance employs professional careers advisers who are occupationally competent in line with professional standards, as determined by the Careers Profession Alliance.*

Recommendation 12: The Task Force recommends that the National College for Leadership of Schools and Children's Services, the Training and Development Agency for Schools and the Learning and Skills Improvement Service, working with Ofsted, the Careers Profession Alliance and Careers England (and involving the broader base of employers of careers professionals), should help schools, colleges and work-based learning providers to learn from and share examples of good practice.

The March 2011 Report: Recommendation 12

Progress: Good

The Task Force is aware that there is now a clear expectation for careers professionals to share their knowledge and expertise, helping to ensure that young people receive the best possible CEIAG. In addition there is a strong expectation upon schools to continue to work closely with careers professionals.

In addition to these general principles, the following work is being developed and undertaken:

- *The TDA, National College and LSIS have been working with the DfE, BIS and the CPA to support CEIAG in schools and colleges, and to help ensure a coherent, cross-sector approach. There has been regular communication with the DfE to scope possible ways in which each organisation could support the Task Force's recommendations.*
- *The TDA is working with 260 School Partnerships to support 3000 schools in collaborative approaches to professional development and school improvement. There is potential to use this network as a vehicle to communicate government expectations regarding careers education, to develop a learning community of careers educators, and to raise awareness of CPD resources and effective practice.*
- *The TDA hold a CPD Database which can be used to hold and share information and resources. There is also a dedicated web page for School Partnerships.*
- *The National College will shortly publish a research paper, Leading CEIAG in Secondary Schools, which brings together good practice from six schools. This will be followed by a report on good practice in Independent Schools, and on employer engagement in nine schools. Good practice is promoted through a network of School Associates (Head Teachers).*
- *LSIS is working with the learning and skills sector to gather and disseminate good practice.*
- *Ofsted involvement is being taken forward through Recommendation 13.*

March 2012 Progress Report: Recommendation 12

Progress: Fair

Whilst the sector has taken responsibility for identifying and promulgating examples of good practice, the focus and the lead organisations are different now because of the changes that have arisen from the ALB reform programme.

A number of specific actions can be reported during the past year. For example, the DfE hosted a careers guidance transition 'summit', held jointly with the Local Government Association, in July 2011. A range of school and local authority representatives were in attendance and the summit provided an opportunity to support transition planning and share examples of good practice. Following the meeting, a range of case studies focusing on key issues such as tracking young people and supporting the most vulnerable were developed and published on the LGA Communities of Practice website (now replaced by the Knowledge Hub).

Statutory Guidance was recently published to support schools in planning for the introduction of the new duty to secure access to independent careers guidance. The Task Force's views are outlined above under Recommendation 11. In the absence of more definitive guidance appearing within the Statutory Guidance for school leaders and governing bodies, the sector will need to take a leading role in promoting actions to secure quality as well as in facilitating the identification and sharing of good practice.

The Ofsted thematic review of careers guidance (see more under Recommendation 13 below) will identify examples of good practice. The Task Force will encourage Ofsted to engage with DfE as well as with the school and careers sector to consider how best to share these examples more widely.

The Task Force would expect the soon-to-be-established National Council for Careers to take a strong interest in this area, particularly in relation to the effectiveness of the National Careers Service's facilities for young people and those secured by schools from a range of providers.

Since all TDA functions related to teacher recruitment, training and development will be carried out by a new executive agency of the Department, the Teaching Agency; there is some uncertainty over its future involvement.

The work of the National College (available at <http://www.nationalcollege.org.uk/ceiag>) has not been updated for some time and the Task Force would encourage the College to review this soon.

Recommendation 13: The Task Force recommends that Ofsted should carry out a thematic review of CEIAG for young people, in a variety of contexts, to help identify excellent CEIAG provision and to establish a baseline for future development; and should carry out a further such review within three years to evaluate the progress that has been made.

The March 2011 Report: Recommendation 13

Progress: Good

It has been reported to the Task Force that Ministers are considering asking Ofsted to carry out a thematic review of CEIAG in September 2012, to coincide with the commencement of the proposed duty on schools.

The Task Force welcomes this approach. A thematic review at this time will help to identify good CEIAG provision and establish a baseline for subsequent reviews on the quality of careers advice in schools and colleges. Following publication of the thematic review, Ofsted and the careers profession should work together to disseminate examples of good practice to a wide audience, including parents, young people and practitioners.

The Task Force recommends that its members – as representatives of the careers community – are given the opportunity to work with Ofsted to agree its lines of inquiry for the thematic review. Following the publication of the report, the careers profession should work closely with Ofsted to disseminate good practice, providing evidence of what good looks like to a wide audience, to include parents, practitioners and of course young people.

March 2012 Progress Report: Recommendation 13

Progress: Good

The Government has asked Ofsted to carry out a thematic review of careers guidance

to identify good practice and establish a baseline for future improvements in the quality of provision. Fieldwork will take place throughout the first half of 2013 and a full report is expected by July 2013.

The review will provide an excellent opportunity to assess how schools are responding to the new duty to secure access to independent careers guidance.

Ofsted is convening an external stakeholder group to give representatives of the careers sector an opportunity to shape the scope and content of the review. The Task Force welcomes this, and suggests that this group should also take account of the views of other interested parties, including universities and employers.

The Task Force welcomes the indication that Government will work with Ofsted and the careers sector to ensure that examples of good practice arising from the review are shared with a wide audience including practitioners, parents and young people.

Where Ofsted finds causes for concern in how schools are discharging their new duty, the Task Force will want to see that swift and effective action is initiated to ensure that no young people are denied the quality of careers support they deserve and the country requires for its economic success and social health.

Chapter 4: Taking responsibility

Our recommendations place much of the responsibility for change with the careers profession itself, but, in order to be fully effective, the recommendations need to be supported by all parts of the careers community, including schools, colleges, work-based learning providers and employers. Government can help to facilitate the process.

Recommendation 14: The Task Force recommends that Government should assure itself that the careers profession is rising to the challenge of implementing the Task Force's recommendations by commissioning reports on progress in March 2011 and March 2012.

The March 2011 Report's Conclusion - Recommendation 14

The Task Force is pleased to report that good progress has been made on a majority of its recommendations in the six months since we reported.

In particular, excellent work has been undertaken by the Careers Profession Alliance. It has already helped to establish many of the essential characteristics of a strong, autonomous profession, such as professional standards, a code of ethics and a register of members. In addition, it is going beyond our recommendations and is now working towards a single professional body and Chartered Status.

However, we are concerned that there is uncertainty about the potential to implement fully some of our recommendations. It seems that much of this uncertainty is due to the changes in policies and arrangements for careers services that are currently underway.

In addition to building on the good progress already made, the Task Force considers that Government and the careers community needs to pay closer attention to the following areas:

- **The partnership model:** clearer communication is needed from Government on the new arrangements for schools – particularly in relation to careers education, and how the partnership between schools and an external organisation will function under the new arrangements.
- **Quality assurance:** it is important that credible, national standards are established across all three strands of quality assurance: professional standards, quality awards and the quality standard.

- **ICT:** it is vital that the careers community continues to develop and expand the use of ICT in the provision of CEIAG.
- **Changes in the workforce:** clearer communication is needed from Government on the transitional arrangements for CEIAG to avoid losing talented individuals from the careers profession.

March 2012 Progress Report's Conclusion: Recommendation 14

The Task Force is pleased to report that there has been **considerable progress on most of its recommendations, with much to celebrate** as reported above in respect of Recommendations 2, 3, 4, 6, 7, 8 and 10.

There is **more work to do** on Recommendation 5.

In addition, there **remain major concerns over areas to address** where progress has either stalled, or been materially affected by policy changes beyond the control of those responsible for implementing the Task Force's recommendations. The changes brought about by Sections 28 & 29 of the Education Act 2011 (together with alterations affecting the TDA and the National College) have substantially transformed the context in which Recommendations 1, 9, 11 and 12 now sit. The Task Force's concerns on these are set out above.

In the context of this new context there are material factors which will require careful attention in the coming months. Hence the Task Force considers that consideration will need to be given to these matters:

- **The wider youth workforce:** securing effective linkages with the wider youth workforce (given the continued responsibility that Local Authorities have for supporting young people), will require mechanisms to be in place that would assure Government - and more importantly young people themselves - that effective referral protocols will exist between careers providers and other agencies to support all young people, especially the most vulnerable. The Task Force suggests that Ofsted through its thematic review should look at this area, as should the National Council.
- **Learning difficulties and disabilities:** action will be required to prevent a dislocation of services for young people with learning difficulties and disabilities – provided by those discharging the Section 139a responsibility of Local Authorities, by schools and by those from whom they secure independent careers guidance services. The Task Force suggests that steps will need to be taken by Government, LAs and schools to secure a consistent and stable set of careers support services for these young people – and consideration of this by Ofsted and the National Council is recommended.
- **Statutory duties:** where evidence (for example from Ofsted and/or the National Council – both of which should be gathering data including users' views)

demonstrates that either LAs and/or schools are not complying with their continuing and new statutory duties with regard to careers support for young people, the Task Force suggests that intervention by Government will be required: otherwise young people's futures will be put at risk.

Dame Ruth Silver, Chair of the Careers Profession Task Force
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