

CEIAG:

A Case for Adopting the Behaviours in the Foundation Code

This paper explores each of the behaviours outlined in the Code, highlighting the benefits of and ways in which schools, colleges and learning providers (institutes) can adopt these behaviours. The paper provides links to some of the research that underpins the Foundation Code and case studies that showcase institutes that are demonstrating excellent practice in adopting the behaviours.

Why?

The purpose of careers education, information, advice and guidance (CEIAG) within institutes must be looked upon as far more than providing young people with information on progression routes, but rather as a mechanism for preparing them for effective participation in life, fostering attitudes and habits of mind that allow them to become lifelong learners. Life in the 21st century places complex demands on young people for work, so enabling students to become self-confident, skilled and career ready learners must be an integral part of their education. Opportunities to engage in career related learning while gaining transferable lifelong skills in applied knowledge, critical thinking and communication are fundamental for young people to make the successful transition from education.

Meeting the needs of the young person should be at the centre of all CEIAG provision, policy and practice, as high quality CEIAG promotes individual aspiration as well as having the ability to contribute significantly to enhanced motivation and improved educational outcomes¹.

Why adopt a strategic approach? (See Appendix A: case study JFS)

A well planned CEIAG programme that is embedded within the curriculum and actively led by a member of the senior leadership team is far more effective and will have more impact than a set of ad hoc uncoordinated CEIAG activities². There is a large amount of evidence detailing the benefits of CEIAG in supporting students to gain a better understanding of potential progression opportunities, making them more motivated to acquire the skills and qualifications to access these opportunities. Research shows that CEIAG can also have a positive impact on improving attendance and attainment³.

How?

- A member of senior leadership has responsibility for developing and sustaining a strategic approach to CEIAG.
- CEIAG is embedded within the curriculum through a well-coordinated careers programme across all age groups.
- CEIAG is monitored, evaluated and mechanisms are in place for ensuring quality and measuring impact and outcomes.

1 Mann, A. and Dawkins, J. 2014: Employer engagement in education. <http://www.educationandemployers.org/wp-content/uploads/2014/06/r-employer-engagement-literature-review-2014.pdf>

2 Careers engagement: a good practice brief for leaders of schools and colleges. <http://www.ascl.org.uk/utilities/document-summary.html?id=4B7688BB-B072-4C6F-A0DFE801A756D3D6>

3 Hooley, T., Matheson, J. and Watts, AG. 2014: Advancing Ambitions: the role of career guidance in supporting social mobility. <http://www.suttontrust.com/researcharchive/advancing-ambitions/>



Why address the skills mismatch?

There is a significant mismatch between student aspirations and the labour market, with the career aspirations of young Britons showing a significant mismatch to labour market demand⁴. By providing opportunities for young people to engage with employers (see Appendix B: case study on Sirius Academy) we give them access to reliable information which has the potential to influence their behaviour and enable them to make more informed decisions. They are able to relate their education choices to employment opportunities and develop an understanding of the demands of recruiters. Employer engagement, such as work related learning, enhances school to work transitions. This leads to better employment prospects for young people due to the development and application of skills, and access to new reliable information about potential careers⁵.

How?

- Develop and sustain partnerships with businesses in order to develop opportunities for young people that will help better prepare them for work.
- Engage with the new Careers Enterprise Company.
- Invite employers and employees to talk to students to help inspire and raise student aspirations.

Why form and lead collaborations?

The sheer array of progression routes available for young people makes it increasingly difficult to navigate all the opportunities available to them. The detrimental impact to young people as a result of moving onto unsuitable destination routes can be long lasting and costly to the economy and society⁶. Encounters with further, higher education and independent learning providers are crucial in exposing young people to all the opportunities (see Appendix C: Leicester City case study) available to them to ensure they make informed decisions on which progression route best suits their needs and aspirations⁷.

How?

- Provide opportunities for all types of education and training institutes to speak to young people, parents and carers at key decision making points in their education.
- Share information with students about open days and events run by other education and training providers.
- Alert young people to traineeships and apprenticeships, and provide opportunities for them to engage with apprentices.

Why engage with parents and carers?

Evidence tells us that young people are influenced by their parents and that they play a fundamental role in supporting young people to make choices about their futures, yet many have little or out of date knowledge in relation to the type of opportunities available.⁸ By providing parents with IAG and engaging them in decision making processes we allow them to make a positive and informed contribution to preparing young people for making future education and career choices.

How?

- Design and implement a systematic and sustained set of activities to engage parents and carers.
- Signpost parents and carers to opportunities for young people with other institutes, such as open days and taster sessions.
- Involve and encourage parents and carers to actively contribute to the progression decision making process, for example by attending option evenings and careers fairs.

4 Mann, A., Massey, D. and Glover, P. 2013: Nothing in Common: the career aspirations of young Britons mapped against projected labour market demand 2010-2020 <http://www.educationandemployers.org/research/nothing-in-common-the-career-aspirations-of-young-britons-mapped-against-projected-labour-market-demand-2010-2020-march-2013/>

5 Sims, D., Southcott, C., Lynch, S. and Wade, P. 2013: Evaluation of the Work Experience Placement Trials. London: DfE. http://www.nfer.ac.uk/publications/WEXX01/WEXX01_home.cfm

6 Policy Exchange. Technical Matters: building high quality technical and vocational routes through the education system. <http://www.policyexchange.org.uk/publications/category/item/technical-matters-building-a-high-quality-technical-and-vocational-route-through-the-education-system>

7 Wade, P., McCrone, T. and Golden, S. 2011: Evaluation of the Implementation and Impact of Diplomas: Information, Advice and Guidance (DfE Research Report 122). London: DfE. http://www.nfer.ac.uk/publications/IIDG01/IIDG01_home.cfm

8 The Hughes Report. July 2011. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61218/education-advocate-report.pdf

Why support social mobility?

Research shows that one of the main strategies that can contribute to an increase in social mobility is improving information, advice and guidance. For many young people the IAG they get from the institute will be the only form of support they receive when considering progression and career opportunities. Raising aspirations (see Appendix D: All Saints Catholic High School, Kirkby) through CEIAG is fundamental in supporting social mobility and ensuring every young person has the knowledge, confidence and skills to embark on a suitable progression route and beyond. Experts on social mobility, such as the Sutton Trust, note that access to positive role models and better careers advice is crucial to unlocking opportunity⁹.

How?

- Provide targeted mentoring and individualised support.
- Provide access to role models who can provide information and advice on a variety of different progression routes and careers.
- Broker and access networks for young people through work related learning and employer engagement activities.

Why provide professional development?

There are a number of individuals within schools, colleges and work based learning providers that will play a role in providing young people with IAG including teachers, careers advisors and pastoral staff. It is important that those involved in delivering careers education programmes or IAG are engaged in regular professional development to keep them up-to-date with, amongst other things, labour market information and qualification pathways. The role of the teaching workforce is not to provide explicit guidance but there will be many who have wider employment experiences, knowledge of different career paths and a range of additional skills that they can bring into the classroom¹⁰. These skills can be used to help students understand how they can use their own skills and knowledge to build pathways into a range of different careers.

How?

- Whole staff CEIAG professional development.
- Access to labour market information and its uses.
- Opportunities for staff to discuss and demonstrate to students how their own subject applies to the world of work.

9 Future First. Social Mobility Careers Advice and Alumni Networks. A Future First report into revolutionising careers advisory services in the UK. <http://futurefirst.org.uk/social-mobility-careers-report.pdf>

10 Hutchinson, J. 2013: School organisation and STEM career-related learning. [http://derby.openrepository.com/derby/bitstream/10545/303288/8/STEM%20Leaders%20Report%202013%20\(High%20res\).pdf](http://derby.openrepository.com/derby/bitstream/10545/303288/8/STEM%20Leaders%20Report%202013%20(High%20res).pdf)



Appendix A

JFS, North London: a case study of CEIAG in practice

JFS is a 2000 roll, mixed comprehensive school in North London. It has a strong tradition of progression to university with over 60 per cent of Year 13 leavers entering Russell Group institutions and considers that its well-structured and embedded CEIAG work throughout the school is a significant factor in this culture of aspiration and success. The School was awarded 'Investor in Careers' gold status in 2013.

The School's strategic approach to CEIAG enables them to address the values and behaviours identified in the Foundation Code. Fundamental to this is their emphasis on ensuring high quality and regular professional development for all staff engaged in advising and supporting young people. The recent establishment of the Central London Careers Hub to provide specific advice about entry routes into career sectors in London and the South-East has proved an attractive, cost effective and impactful form of CPD for staff, ranging from an external, independent careers advisor to a number of key curriculum leaders. Regular in-house update sessions on progression issues are held for relevant staff, and CPD needs are identified and evaluated by a steering group, led by a deputy headteacher, who oversees CEIAG work.

The same philosophy underpins the way the school contributes to addressing the skills match. There is a strategic approach to ensuring that activities are complementary, age appropriate and developmental. In Year 9 all students experience a day of hands-on industry related activity, mostly creative and entrepreneurial in nature. This is followed up through a regular programme of lunchtime career-sector lectures for Year 10 to 13.

In the sixth form, around 70 students participate in a mentoring scheme, linking each participant with a professional in business for regular meetings and, where appropriate, support with university, job or apprenticeship applications. All Year 12 students do a week's work experience, reflecting the school's view that engagement in the workplace at this stage is more meaningful and can contribute valuably to UCAS personal statements.

JFS believes it is essential to form and lead collaborations to secure the best outcomes in terms of progression and academic success, which it considers to be directly linked to the focus placed on CEIAG. Although most Year 11 students choose to remain for the sixth form there is support for those making other choices, including a visit to the most popular alternative FE college to build confidence about transition from a faith school to a multi-cultural environment. STEM activities, led by external providers, also form a key element in KS4 CEIAG work.

In the sixth form a number of activities to support entry to competitive courses are shared with local schools. For example, the school hosts a whole day of interview practice for Oxbridge candidates from schools in two local boroughs. Higher Education providers, through visits and school seminars, play an active role in the Year 12 'Futures Week' after AS exams which, besides its UCAS focus, also includes visits to city finance and law firms and further information about non university options.

Appendix B

Sirius Academy, Hull: a case study of CEIAG in practice

Dr Cathy Taylor Principal of Sirius Academy has, since its opening, been a champion of closer education and employer working. She views these links as crucial in an area which has one of the largest youth unemployment rates in the country:

"As an outstanding academy we support our students in every way we can, with present activities and, as importantly, future prospects. Working closely with employers is a crucial element in this process. At the academy we are well aware that many of our students hail from disadvantaged backgrounds. In a nutshell, many of their families do not have access to the social networks that assist many young people to secure professional and managerial careers; their prospects for social mobility are impaired".

Sirius works with a large range of employers from multi-nationals like BP and Reckitt Benckiser through to smaller businesses, including the local dentist. This work has been accredited with the award of the IEBE 'Business Ready' programme.

The benefits of this work have been multi-faceted; students are getting jobs and, in conjunction with high academic achievement, young jobseekers are using employability skills to make a successful 'education to work' transition.

Employers partner with the academy on a number of projects, some on-going. For example, BP with Project Orange, where the academy has highlighted the importance of STEM careers for students on the Humber Estuary, to one off projects providing interviews and mentors for Year 11 self-preparation activities:

"We have had expert advice to help set up the Sirius Radio Station and assistance with the wider range of enterprise activities which take place in the academy. Local employers have brought in a power boat and their new range of motor cars (Honda School of Dreams) to stimulate cross-curricular activities.

"We are one of the first academies in Hull to be involved in the BITC programme and work very closely with KCom (the national communications company of KC Stadium fame) who have been involved in promoting employability skills to our Year 9 and 10 students. Our students have in turn helped the company with advice in reaching new young customers in the fast changing world of social media".

Most excitingly, in conjunction with the Goodwin Development Trust - a large social enterprise in Hull that includes food banks, crèches, community wardens, employment training and entrepreneurship – the academy are setting up a full scale bakery production line in a factory unit on one of Hull's industrial estates. This will allow students to gain practical experience of commercial food production and gain the skills to work in associated industries; an opportunity for students to move from prospective unskilled jobs to craft, supervisory and, hopefully, management careers.

At Sirius, Dr Taylor has assembled a team which includes a careers advisor, industry business co-ordinator and an enterprise co-ordinator. The team is always looking for new employers to work with students in more innovative ways:

"It has been commented that our students are gaining in confidence when dealing with people in more practical work environments; they are looking at more realistic career options and have a much greater understanding of the expectation of the world beyond education".

Appendix C

Post-16 'Liaise' in Leicester City: Case study February 2015

Leicester Impartial Advice and Information Services (LIAISe) is a group of post-16 providers comprising membership of all post-16 institutions within Leicester City, along with representation from Connexions Leicester City and the 13-19 Education Support Agency VESA, who act as facilitators.

An annual LIAISe entitlement is offered to all Leicester City schools highlighting the activities and inputs that post-16 providers are able to offer in support of impartial CEIAG. This includes INSET for school staff, attendance at Year 9, 10 and 11 parent and student options events, inputs for assemblies and tutor groups on post-16 options and related topics, such as finance or what makes a good post-16 application.

Schools access this entitlement by liaising with VESA; this ensures the impartiality, breadth and depth of the service provided. VESA then liaises with post-16 providers to agree on the representation at each event.

LIAISe contribution in Leicester City is just part of the wider effort to improve the quality of CEIAG and thereby help young people to make well informed, realistic decisions about their future options.

LIAISe arrangements are built around collaboration in the 13-19 arena. Without the development of mutual trust between schools and providers, along with the underpinning of VESA's impartial clearing house mechanism, LIAISe would never have been successful.

Schools use LIAISe as the first port of call when they are seeking input from a post-16 provider for their CEIAG programmes. Equally, the post-16 providers have remained loyal to the principles and practice of LIAISe and have surrendered some of their autonomy and self-interest to ensure the success of these collaborative arrangements.

Colin Cole, Careers co-ordinator at Beaumont Leys School said: "As a Leicester City school within the most diverse city in England, there are numerous different possibilities for our young people to progress onto education and employment at post-16, including vocational and academic options. LIAISe gives staff at the school belief in the choices that young people make. This is because all the members of LIAISe prepare these young people with outstanding impartial advice and guidance and enable them to feel confident about their future".

LIAISe is confident that whatever the changes in national and local policy, there is now sufficient momentum to sustain this work into the future.

Appendix D

All Saints Catholic High School, Kirkby: a case study of CEIAG in practice

All Saints Catholic High School in Kirkby serves one of the most deprived communities in the country. Through the Career Academy programme the school is raising their students' aspirations, exposing them to the world of work and providing them with appropriate role models through business partnerships and internship supervisors.

At All Saints they are responding to the skills requirements and future job opportunities identified in the Liverpool City Region Skills and Growth Plan. Establishing an employers' network for students has increased their opportunities to experience the world of work in these growing employment areas. Partnerships and curriculum are carefully chosen to optimise chances of gaining employment, as well as enthusing their students about the different career pathways

available to them. The school has identified a link between attainment at sixth form and the additional motivation created by engaging with employers in this creative way.

All Saints is developing a reputation as an inclusive Catholic school that guides students from education through to employment. This growing reputation has enabled the school to attract new businesses to enter into partnership with and subsequently expand the provision. Employers are taking an active part in the review process and acting as 'critical friends', resulting in students (less of whom are going on to higher education) being better placed to secure jobs, apprenticeships and school leaver programmes in the future:

"This approach is embedded within our school with high level support from governors and the senior leadership team, along with commitment and drive from middle leaders, teachers and support staff. Further parental engagement will contribute towards the consistency of message given to students about the benefits to our approach".

All Saints have two Career Academy themes; Finance, re-launched in 2007 and STEM, launched in 2013. Since 2007 the school has ensured that students complete all elements of the programme. In addition, they are part of the Career Ready pilot this year, with over 50 students on the programme.

A number of companies have worked in partnership with the school, including Knowsley Chamber of Commerce and Jaguar Land Rover who arranged a 3 year partnership. This partnership has enabled students to participate in real-life engineering challenges, receive support from Jaguar mentors in curriculum and enrichment activities, and in the near future will include staff shadowing opportunities. The company has also donated a special Freelander 2 vehicle to the school, which engineering students will use as a learning aid.

Finally, in September 2013 the school launched an apprenticeship programme for Level 2 Business Administration and IT students. The school now has students on apprenticeships at The Walton Centre and the local Macmillan surgery, through their training partner, Asset Training.

