

Careers Education and IAG policy: What schools need to do

In October, the Government launched a new strategy for IAG and published statutory guidance on the principles of impartial careers education. They signal the biggest shake-up of CEIAG in the last ten years. What does it mean for schools and PRUs? This Q&A briefing will help you decide where to start.

Q What have been the main policy developments?

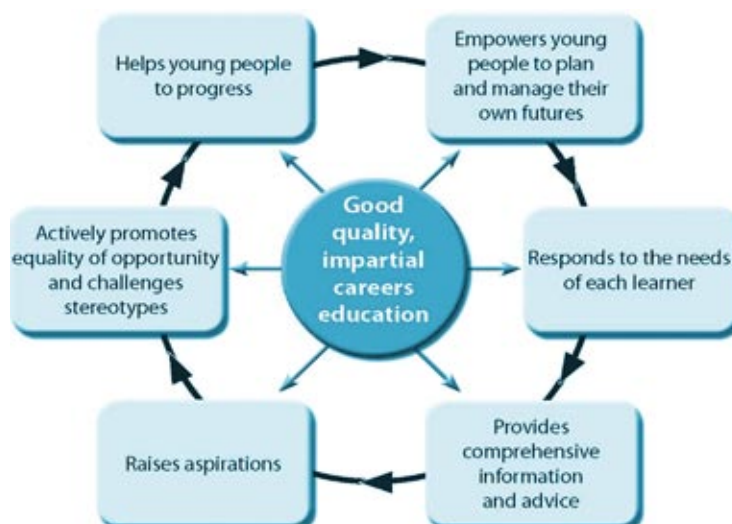
A Box 1 below outlines the main policy developments.

Box 1 – Policy developments

Policy areas	Key messages and announcements
<p>IAG strategy <i>(Quality, Choice and Aspiration - A strategy for young people's information, advice and guidance)</i></p>	<p>IAG Guarantee to be embedded within Pupil and Parent Guarantees in new Bill (1.22, p.15)</p> <p>Parents and carers need to be empowered to help support their children (p.24-26)</p> <p>A step change in online advice and guidance (p.38-40)</p> <p>Every pupil to have a personal tutor (2.7, p.17)</p> <p>£10m for IAG projects under Youth Sector Development Fund (2010-2011) (4.8, p.29)</p> <p>Ambition to extend statutory duty to deliver careers education to age 18 (1.21, p.15)</p> <p>Education and Employers Taskforce to look at the role of employers in supporting IAG, e.g. through mentoring and new vision for work experience (p.28-33)</p> <p>Consultation on strategic guidance for LAs next year (6.9, p.43)</p> <p>Review of quality and effectiveness of LA commissioned services in 2011 (6.36, p.48)</p> <p>Strong leadership in schools and colleges – National College regional conferences and publication of two reports (2.6, p.17)</p>

	<p>Developing the capacity of the workforce and setting up a new task force on the careers profession (2.11, p.20)</p> <p>KS2 Pathfinders - Primary career-related learning projects in 7 LAs (2009-2010) (p.22)</p>
<p>Impartial careers education statutory guidance <i>(Statutory Guidance for schools on Impartial Careers Education)</i></p>	<p>Six principles of impartial careers education (Annex A, p.15-19)</p> <p>Key information on 14-19 pathways (Annex B, p.20-31)</p> <p>Issues for headteachers to consider in providing high quality careers education (Annex C, p.32-52)</p> <p>Resources pack (in preparation – see Box 5 below) (p.52)</p> <p>Career-related subject resources. TDA Resources for English, languages and history already produced. Citizenship, art and design and geography in preparation. (p.36)</p> <p>Organising learning in the new secondary curriculum to provide compelling learning experiences through cross-curricular activities and programmes which incorporate careers education (as part of economic wellbeing) (p.6)</p>
<p>Apprenticeships, Skills, Children and Learning Act</p>	<p>2009 Apprenticeships, Skills, Children and Learning Act includes requirement that schools provide all young people with impartial information about apprenticeships and other 16-18 education and training options (Clause 35).</p>
<p>LDD/SEN</p>	<p>Revised statutory guidance will be issued shortly on s139 assessments for people with learning difficulties</p>

In addition, you should check with 14-19 and Connexions/CEIAG staff in your collaborative partnership and LA about particular local policy initiatives.



Q Where can my school get hold of the key documents?

A Box 2 lists the key resources and how to access them online.

Box 2 – Key resources

Quality, Choice and Aspiration - A strategy for young people's information, advice and guidance

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00977-2009>

Information, Advice and Guidance Strategy: Equality Impact Assessment

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=downloadoptions&PageMode=publications&ProductId=DCSF-00995-2009&>

Statutory Guidance for schools on Impartial Careers Education

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00978-2009>

TDA guide to careers-related IAG <http://www.tda.gov.uk/teachers/iag.aspx>

TDA career-related subject resources www.tda.gov.uk/teachers/iag/subjectresources

Impartial Careers Education: Principles into Practice (National College, 2009)

<http://www.nationalcollege.org.uk/download?id=32435&filename=impartial-careers-education-principles-into-practice.pdf>

Impartial careers education: Effective leadership of information, advice and guidance
(National College, 2009)

<http://www.nationalcollege.org.uk/download?id=32437&filename=impartial-careers-education-effective-leadership-of-information-advice-and-guidance.pdf>

Careers Coordinators in Schools research brief (DCSF, 2009)

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-RB171&>

Careers Coordinators in Schools research report (DCSF, 2009)

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-RR171&>

Careers Coordinators in Schools: Working Papers (DCSF, 2009)

<http://www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RR171A.pdf>

Q Can CEIAG really make a difference?

A CEIAG is one of the major channels through which schools receive messages about how the world of work is changing for young people today. It is, or should be, the focus for raising aspirations, driving social mobility and showing young people what they can achieve by helping them to overcome barriers to progression and challenging stereotypes. It can only do this by exciting and inspiring young people about their future lives. A positive career self-image has a protective influence on young people’s motivation and engagement in learning.

Box 3 lists ten things we know for sure about how CEIAG can make a difference to individual lives

Box 3 - Ten key facts careers specialists know for sure*

- 1** Childhood socialisation influences adult work performance and job satisfaction.
- 2** The transition from school to work can be smoothed.
- 3** Knowing how the world of work is organised eases vocational decision making and job transitions.
- 4** Individuals who have a high level of decision-making capability and a low level of life complexity generally experience less difficulty in making choices.
- 5** Career interventions support occupational choice and enhance transitions into learning and work.
- 6** Congruence between the worker and the job improves performance.
- 7** Workers can learn to cope more effectively with occupational stress.
- 8** Conflicts between career aspirations, work responsibilities and family obligations can cause personal tensions and can result in lower productivity in the workplace.
- 9** Occupational segregation and skill shortages are major inhibitors to individual and workforce development.
- 10** Part-time and temporary work affects the socialisation and development of adolescents.

*Identified from literature reviews and longitudinal studies. Source: Hughes & Savickas, 2009.

Q What should my school be doing?

A The statutory guidance has a very useful 12-point checklist for headteachers (p.13-14) which is summarised here.

Box 4 - Checklist

- Review delivery of CEIAG against the principles and key information
- Place CEIAG at centre of the work of the school and communicate its importance
- Appoint a senior leader to take responsibility for CEIAG and support them in improving CEIAG
- Ensure, where responsibilities are further devolved to a middle leader (e.g. careers coordinator), that this person has the support they need (access to professional development, time to do the job)
- Ensure effective support and development is in place for all staff, especially those providing personal tutoring
- Support parents and carers in helping their children to make effective learning and career decisions, including the contribution that personal tutoring might make
- Encourage teacher to provide work related contexts for their pupils' learning
- Develop an integrated and experiential learning programme across careers education, work-related learning, enterprise and financial capability
- Appoint a 'lead' for keeping information about school courses up-to-date in the local 14-19 prospectus and prepare with local partners for the introduction of the Common Application Process by 2011
- Ensure careers education supports all aspects of equality of opportunity
- Ensure support is in place to deliver September Guarantee
- Conduct regular internal reviews of the quality of careers provision, involving the governing body, and address areas for development

Q Where can my school get help with implementing changes to its CEIAG?

A In January 2010, you will be able to order a Resources Pack to help you implement the statutory guidance on impartial careers education. Box 5 outlines what's in the pack and what you can use the resources for. Online versions of the materials will be available from the home page of www.cegnet.co.uk and you will be able to order the pack from either <http://publications.teachernet.gov.uk> or <http://publications.dcsf.gov.uk>

Box 5 - What's in the resource pack?

- Briefing notes for careers coordinators, governors and for other staff
- A framework of learning outcomes for young people 7-19 linked to the principles of impartial careers education with suggested activities
- 'Ways and Choices' classroom materials. (Ten new lessons to be published along with the first set of ten lessons)
- Fact cards including key information on all post-16 pathways
- DVD for pupils illustrating the different post-16 pathways
- DVD to help parents/carers understand better the range of post-16 options and where they can go to for further information and advice
- Materials to help headteachers audit the quality of careers education provision within their school, including questionnaires for pupils and parents
- A 'model agreement' to help schools work more effectively with their local Connexions service
- Questions and answer brief