



Department
for Education

Mapping Careers Provision in Schools and Colleges in England

Research report

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1. Executive Summary

CooperGibson Research was commissioned by the Department for Education (DfE) to map careers provision in schools and colleges in England.

1.1 Aim

The aim was to explore across a range of providers, the array of careers provision available, use and value of the provision and nature of delivery.

1.2 Methodology

A survey was undertaken across England during February and March 2015, to which 107 members of school and college staff who had some responsibility for careers provision responded.

Most respondents reported that careers guidance was the main part of their job (45%) or they do it as part of their leadership responsibilities (39%).

The sample was made up of 34 schools with sixth forms, 34 schools without sixth forms and 39 further education providers, across all nine regions in England.¹ This represented a range of institution types, with the most common being general further education colleges (19%), maintained schools without a sixth form (16%), maintained schools with a sixth form (15%), academy schools with a sixth form (14%) and academy schools without a sixth form (13%).

1.3 Key findings

Careers provision

Careers provision offered across all types of institution responding to the survey, regardless of year groups taught, encompassed a broad range of activities and formats through which students could access careers education, information, advice

¹ As with any self-reported assessment, we should exercise a degree of caution as to whether the respondents would have a particularly positive or representative view of the provision within their school, since careers guidance was a significant part of their job. It is also possible that those responding to the survey on behalf of their school or college are more likely to have strong careers provision than non-respondents' institutions. Whilst a literature review was not part of this contract, other work does suggest that there are areas for improvement in careers provision. See for example, Formby E., Coldwell M., Stiell B., Demack S., Stevens A., Shipton L., Wolstenholme C. and Willis B. (2011) *Personal, Social, Health and Economic (PSHE) Education: A mapping study of the prevalent models of delivery and their effectiveness*, Research Report DFE-RR080 which noted that careers education was most likely to be covered by PSHE lessons but that some interviewees felt that the provision was 'weak' and that work-related learning was infrequent.

and guidance. Much of this provision was aimed at higher year groups (Years 10 to 12) to support key decisions at transition stages.

Careers information

Respondents reported that their institutions used a wide range of activities and formats through which to disseminate careers information on learning and work opportunities to students. A leading method was via websites, nearly all institutions reported using this approach. At least 90% also said they disseminated information through organised events such as careers fairs and visiting speakers, and the use of printed materials. Signposting to external services, such as printed materials, talking directly to institutions and national websites, was also very common practice.

Careers advice and guidance

Careers advice and guidance appeared to be provided by a range of staff and multiple staff within institutions. It was most commonly reported to be provided by internal staff - those not qualified as professional careers advisers (to level 6), teachers and tutors, and other internal staff (including those qualified to levels 3 and 4², student services and support staff). Use of internal professional careers staff and external professionals were fairly common – each used by around half of institutions.

Personalised careers advice and guidance was said to be offered by nearly all respondents, generally from Year 10 onwards although one-third of institutions were offering this to Years 7 to 9. Although it tended to be offered across year groups, it was sometimes targeted, most often to those in lower year groups, for example for students who were said to have 'additional needs' and gifted and talented students.

Careers education

The majority of respondents reported that students received careers education via lessons/classes that teach them about how to identify and pursue career opportunities (16% reported that students do not receive careers education in this format).

It was delivered most commonly via tutor periods (59%) and Personal Social Health and Economic Education (PSHE, 50%) and by internal staff (not qualified as professional careers advisers),

² Qualifications are grouped together in different levels on the Qualifications and Credit Framework (QCF). The level shows how difficult each qualification is – from entry level up to level 8. Level 3 is equivalent to A levels on the National Qualifications Framework and level 6 refers to, for example, Advanced Professional Diplomas, Certificates and Awards.

teachers and tutors and others (84% said it was delivered by teachers and tutors).

Careers education was most often provided to Years 10 and upwards, although compared to other aspects of careers provision, reasonable proportions (48%) offered it to Years 7 to 9.

Skills development/employability education

Skills development and employability education was offered by the majority (88%) of institutions surveyed, and again was most common among older year groups (Year 10 onwards). It appeared to be delivered across a range of lesson types (PSHE, tutor periods, subject lessons, other lessons).

Links to employers

Nearly all institutions helped students to gain contact with employers to learn about careers/jobs. This was through a range of methods, common ones being, external employer speakers, lecturers or industry specialists visiting schools/colleges, workplace visits and work experience. These links were more likely to be offered to older year groups (Year 10 onwards). Some institutions did not use these methods at all, 13% said they did not provide workplace visits and 8% said they did not provide work experience.

Work experience

Just over one third of respondents (35%) reported that work experience was the responsibility of a dedicated work experience co-ordinator. One-fifth (20%) said it was the responsibility of a dedicated careers adviser/careers staff, teachers, tutors and other internal staff. Several staff noted that there was an emphasis on students to arrange their work experience with support from a wide range of staff.

Around half reported that their institution did not have formal links with employers to arrange work experience. Where arrangements were in place, these varied from no formal contract to partnership agreements and formal contracts. Although nearly half (46%) said that they did not have formal arrangements with employers, the majority did feel confident in working with and finding external partners.

Impact of careers provision

Rationale for provision

The two main drivers for the careers programme in their institution were; (1) the institution knowing that students needed this to prepare them for transitions/working life (87%); and (2) to avoid students making poor choices (58%).

Value to students	Respondents were very positive about the value of careers provision for their students, with face-to-face discussion being thought of as the most valuable aspect. Other elements thought to be useful by respondents were visits from guest speakers, visits to universities/employers, careers fairs and mock interviews.
Challenges and improvements	Although they were generally very positive about the impact and effectiveness of delivery, nearly one-third of respondents (31%) thought that students were not always aware of the provision on offer to them, or how to access provision.
	The majority of respondents (87%) felt that their institutions' provision was of high quality. The key improvements suggested were more funding and staffing capacity: in particular, staff wanted more time to coordinate, manage and deliver careers provision; funding to organise visits and events; dedicated posts focusing on careers provision; time within the curriculum to deliver careers guidance and education; better collaboration with other organisations; better employer engagement and student engagement; and training for teaching and non-teaching staff.
Evaluating provision	The majority (80%) of respondents reported that the provision in their institution was evaluated regularly, with destinations data as a common measure as well as formal student feedback.
	They were generally very positive about their provision (perhaps reflecting the level of responsibility and involvement they have in careers provision – see sample details). Respondents thought that the provision in their institution offered up-to-date information, advice and guidance that helped students make informed choices and that it is an effective career planning service for all students.

1.4 Areas for further consideration

Feedback from students, parents/carers and staff: Further research with these groups would provide a more holistic view of provision in terms of their awareness, use (including frequency of use), reasons for not using the provision, perceptions, experiences and perceived benefits.

Targeting/personalised provision: It would be worthwhile for institutions to assess their approach to delivery and the efficiency of offering provision to whole year groups or targeting to certain students.

Relationships with industry: Further exploration of good practice in engaging with employers, how institutions could be better supported to work with employers in their local area and how networking and partnering might support employer engagement to make this engagement more efficient. It would be worthwhile to explore with different institutions, how they work with employers, their contractual arrangements and how they could better utilise employers to work with younger age groups.

Innovative delivery: With limited resources being a key issue for institutions, a timely project would be some practitioner-led research, guided by a research team, which explored innovative methods to engaging with students and delivering careers provision, and how best to meet the needs of students, parents/carers and staff.

Improving practice: Some action research projects could explore these issues with a drive to continuously inform and improve practice. Research on staff skills and knowledge needs and how best to meet these needs, would be particularly beneficial, especially for those who are qualified at levels 3 and 4 and those who are not qualified or not careers specialists.

Evaluating provision: It would be useful to gather more in-depth information on the self-evaluation activities that institutions undertake, the range of measures in place for quality of provision and how changes/improvements to provision are monitored. Further consideration could be given to the value of exploring the perceived quality of provision in relation to destinations, student feedback and performance measures.

2. Introduction

CooperGibson Research was commissioned by the Department for Education (DfE) to map careers provision in schools and colleges in England. The aim was to explore across a range of providers, the array of careers provision available, use and value of the provision and nature of delivery.

2.1 Methodology

As a small-scale project, the agreed approach aimed to involve 90 providers (30 schools with sixth forms, 30 schools without sixth forms and 30 further education providers) and it was intended that they would complete a mainly structured survey by telephone (see Appendix 2 for the survey questions). Further detail about the sample can be found in Appendix 1.

Approach

A sample framework was developed with survey targets across a range of providers and all regions in England. A spread of institutions were selected based on type of institution, region, type of location (urban, rural), size and percentage of students with free school meal eligibility. The sample was drawn from nationally available databases such as Edubase and the Association of Colleges lists of providers. The intention was to select a varied sample of institutions to capture the diversity of the sector.³ This was not therefore, a random sample and whilst the sample covered a wide range of institutions, this does have implications for generalisability of the findings.

Over 500 institutions were systematically selected and contacted via email and/or telephone to request that they complete the survey, which ran from 23rd February to 27th March 2015. The process involved contacting the Headteacher or Principal in the first instance to provide information about the research and request that a suitable member of staff (with overall responsibility for careers provision) be nominated to complete in the survey.⁴ Follow-up emails and telephone calls identified the nominated member of staff and arranged their completion either via telephone or online methods.

³ The final sample achieved matched the planned proportionate sample closely and targets across different types of institutions were reached.

⁴ The introductory letter sent to each institution can be found in Appendix 3.

In total, there were 107 responses to the survey, a response rate of 21%. The response came from a range of providers: 34 schools with sixth forms, 34 schools without sixth forms and 39 further education providers.

Most responding institutions completed via the online survey (90) with the remaining completing by telephone (17).

To reduce the burden on respondents, maximise response rates and gather data from a wide range of institutions within a short timeframe, the questionnaire was designed with mainly closed questions although some open text responses were used to provide contextual and deeper understanding of the range of provision on offer and utilised in different institutions. Verbatim quotes from these open responses are presented in this report in italics.

Sample characteristics

Respondents' job roles

Half of the survey respondents (50%) stated that they were either middle or senior managers/part of a leadership team and just over one third were specialist careers service staff (34%). Others (16%) said they were support staff, teachers, tutors or trainers, Head teachers or Principals, careers co-ordinators, specialist support and 'overseeing achievement and behaviour'.

Most respondents reported that careers guidance was the main part of their job (45%) or they did it as part of their leadership responsibilities (39%). A much smaller proportion (7%) said they offered careers advice and support as part of their teaching or pastoral role. Where respondents stated 'other' to this question (9%), they said that they carried out careers guidance responsibilities alongside their main role such as teaching or school support. These respondents saw tasks such as co-ordination of careers guidance as a separate element of their job, rather than as an aspect of offering advice as part of that teaching or pastoral role.

As with any self-reported assessment, we should exercise a degree of caution as to whether the respondents would have a particularly positive or representative view of the provision within their school, since careers guidance was a significant part of their job. It is also possible that those responding to the survey on behalf of their

School or college are more likely to have strong careers provision than non-respondents' institutions.⁵

Respondents' institutions

The sample of institutions responding to the survey covered a range of locations. Half of respondents (50%) stated that their institution was based in a town or fringe area, with another third (34%) in an urban area. The remainder (17%) said that their institution was situated in a village.

All regions in England were represented in the sample with slightly more in the North and South regions.

There was a fairly even split overall of schools with and without sixth forms and colleges in the sample achieved:

- 34 (32%) schools with sixth forms
- 34 (32%) schools without sixth forms
- 39 (36%) further education providers

Respondents represented a range of institution types, with the most common being general further education colleges (19%), maintained schools without a sixth form (16%), maintained schools with a sixth form (15%), academy schools with a sixth form (14%) and academy schools without a sixth form (13%).

The sample also included free schools (6%), sixth form colleges (8%), tertiary colleges (4%), specialist colleges (4%), and other institutions, including university technical colleges and specialist designated colleges (4%). Where appropriate, analysis has been conducted to explore the survey findings across types of institution. Any differences found are discussed in the following sections. In some cases, the analysis is not included due to the small sample size.

⁵ Whilst a literature review was not part of this contract, other work does suggest that there are areas for improvement in careers provision. See for example, Formby E., Coldwell M., Stiell B., Demack S., Stevens A., Shipton L., Wolstenholme C. and Willis B. (2011) *Personal, Social, Health and Economic (PSHE) Education: A mapping study of the prevalent models of delivery and their effectiveness*, Research Report DFE-RR080 which noted that careers education was most likely to be covered by PSHE lessons but that some interviewees felt that the provision was 'weak' and that work-related learning was infrequent.

The following analysis is based on the responses of 107 members of school and college staff (each from different institutions) with some responsibility for careers provision. Note that percentages presented in this report are rounded and therefore numbers may not sum to 100% due to rounding. Bases will vary according to the number of respondents answering each question. Missing values have been excluded from the analysis. Refer to Appendix 2 for a copy of all closed question responses.

3. Careers provision

This section summarises the careers provision that respondents reported is made available in their institutions and whether or not this is targeted to specific groups of students. It covers a wide range of provision including careers education, information, advice and guidance.

3.1 Careers information

Respondents reported that their institutions used a wide range of activities and formats through which to disseminate careers information on learning and work opportunities to students. Of all the methods presented to respondents, the majority (at least 75%) stated that they used each method. Most common was providing information via websites, which nearly all respondents said they did. At least 90% of respondents said they used organised events such as careers fairs, printed materials, visiting speakers and information officers to disseminate information.

Where respondents stated that their institution also used 'other' formats for providing careers information, they gave a variety of examples such as:

- school assemblies
- dedicated careers lessons (typically Year 9 onwards)
- contracted sessions with external providers⁶
- mock interviews and workshops

Considering that some schools were not post-16 and colleges did not provide for younger age groups, schools with sixth forms, those without and colleges appeared to be fairly evenly matched in the range of methods they use across year groups.⁷ Only small differences were found across the institutions types⁸:

- 46% of colleges did not offer mentoring compared to 18% of schools with sixth forms and 24% of schools without sixth forms
- the proportion of different institutions offering mentoring to Years 12 to 13 was similar for schools with sixth forms (49%) and colleges (52%)
- colleges were more likely to offer workplace visits to Years 12 to 13 (82%) compared to schools with sixth forms (71%)

⁶ This includes Connexions. The Connexions national service is no longer centrally funded, however, local provision using Connexions branding still exists in some areas.

⁷ See Table 32 in Appendix 1.

⁸ Note base of 33 schools with sixth forms, 33 schools without sixth forms and 39 colleges.

- three schools with sixth forms offered work experience to years 7 to 9. This may reflect that there is no expectation that schools should provide formal work experience at key stage three
- schools without sixth forms were more likely to offer work experience to Years 10 to 11 (88%) compared to schools with sixth forms (74%) and more colleges provided work experience to Years 12 and 13 (90%) compared to schools with sixth forms (71%)
- lecturer or industry specialist visits were more commonly used for Years 10 to 11 in schools without sixth forms (94%, versus 77% of schools with sixth forms)

Nearly all respondents said that they signposted students to services delivered by others:

- almost all signposted students to other services via prospectuses or other printed materials
- 97% (104) signposted students to other services by giving them the opportunity to talk directly to representatives from colleges, universities etc.
- 96% (102) signposted students to websites such as that of the National Careers Service or Plotr
- all colleges used signposting to the resources mentioned above (none selected 'no' to this question) whereas a small number of schools with and without sixth forms said that they did not signpost to these resources (see Table 33 in Appendix 1)

Other examples provided were apprenticeship matching events, careers fairs, taster days at colleges and universities, university fairs, UCAS conventions, external providers, local careers services, internal student services websites/bespoke internal websites, professional associations and careers planning software.

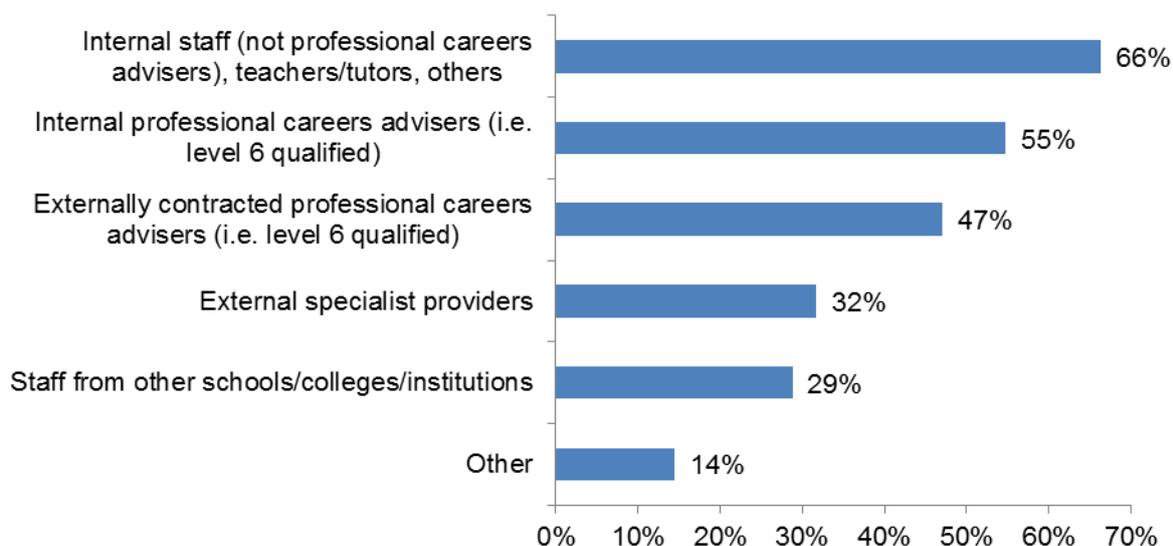
3.2 Careers advice and guidance

According to respondents, careers advice and guidance was most commonly provided by internal staff (Figure 1). This included:

- internal staff not qualified as professional careers advisers (i.e. not to level 6)
- teacher and tutors
- other internal staff
- internal professional careers advisers

Respondents selected multiple options for this question, suggesting that careers advice and guidance is provided by a range of and multiple staff within an institution.

Figure 1: Who provides careers advice / guidance in your institution? Careers Mapping survey, 2015. (Base = 104)

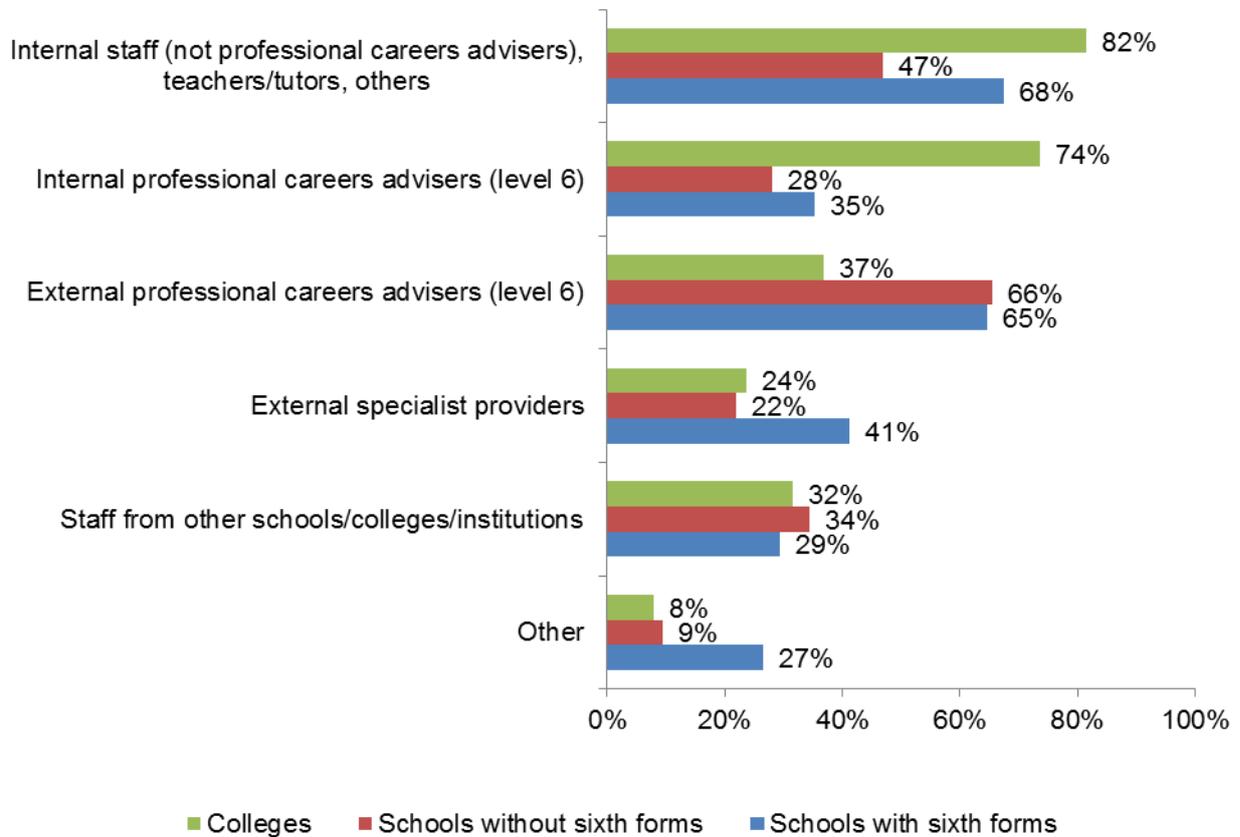


Just over half of institutions appeared to have internal professional careers advisers with responsibility for providing careers advice and guidance and just less than half contracted out to external professional careers advisers. Where respondents selected 'other internal staff', this included professional careers staff qualified to levels 3 or 4 or with related careers qualifications, work experience co-ordinators, student advisers working towards levels 3 and 4 qualifications, student services teams and support staff. Respondents also mentioned using employers/employees, business ambassadors and industry representatives, apprenticeship providers, universities, colleges and the local authority.

There is some difference across institution type where colleges appeared to be more likely to use internal staff without careers guidance qualifications to deliver careers advice/guidance⁹ (see Figure 2 below), although, they were also more likely to have internal professional careers advisers (qualified to level 6) with this responsibility. Schools were generally more likely to use external careers advisers (e.g. contract with an external professional careers adviser qualified to level 6) to deliver advice and guidance while sixth forms are more likely to use external specialist providers (e.g. a brokered service, contract with a specialist careers organisation).

⁹ This could be because colleges are often large institutions and can have a dedicated student support drop-in centre operating alongside professional careers staff.

Figure 2: Who provides careers advice / guidance in your institution? By type of institution. Careers Mapping survey, 2015.

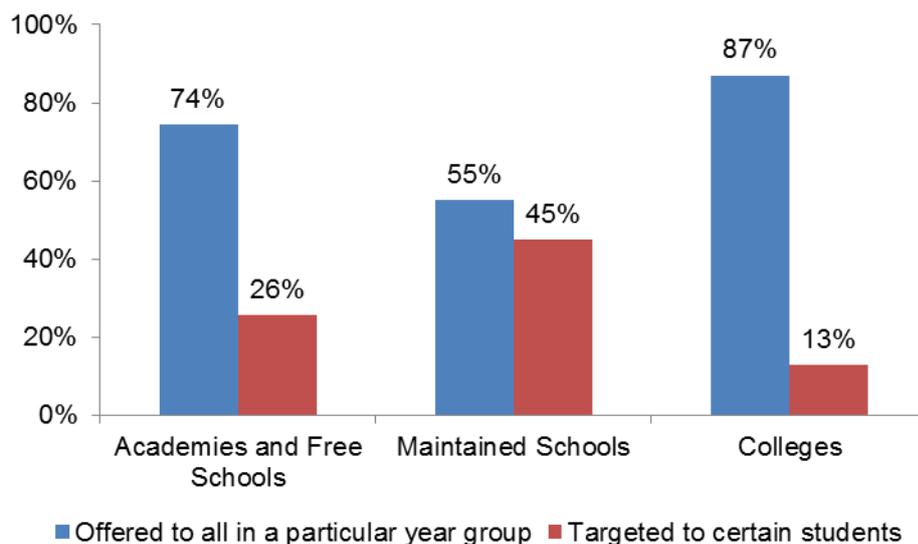


*Note, base = 34 schools with sixth forms, 32 schools without sixth forms, 38 colleges

When asked whether students receive personalised career advice and guidance, the large majority of respondents (97%) reported that this does take place in their institution (three said that students did not receive a personalised service).

Where it is provided, this personalised provision was most commonly reported to be offered from Year 10 onwards. Nearly one-third (30%) stated they offer personalised careers advice and guidance to Years 7 to 9 whilst more than double this proportion offered it to Years 10 to 11 (68%) and 12 to 13 (67%). Institutions tended to provide personalised careers advice and guidance to all in a particular year group (73%), with the remainder (27%) reporting it is targeted towards certain students. There were slight differences in the targeting of personalised careers advice and guidance across types of institutions (see Figure 3).

Figure 3: Is careers advice and guidance offered to all in a particular year group or is it targeted to certain students? By type of institution. Careers Mapping survey, 2015.



*Note, base = 35 Academies and Free Schools, 31 Maintained Schools, 38 Colleges

Bearing in mind the low base size for these questions, there was some indication that colleges were more likely to offer careers advice and guidance across year groups and maintained schools target certain students to a greater extent (see Figure 3).

When careers advice and guidance is targeted to certain students, respondents said that this was generally to lower year groups and where there was more need, such as for students with ‘*additional educational needs*’, those who might not access careers guidance, ‘*any who are causing concern to their tutors*’, gifted and talented students, those attracting pupil premium funds, looked-after children, those who are at risk of becoming not in education, employment or training (NEET), those who are underachieving or those who are unsure of their next steps. A small number mentioned that targeting occurs for Year 9 whereas those in higher year groups are all offered careers advice and guidance provision. Many however, stated that this can be by self-referral or request, or referral by parents/carers, tutors or teachers.

Years 10 - 11 it is for everybody and Year 9 is targeted. We fund that advice for our pupil premium and vulnerable students e.g. if the youth offending team was involved.

3.3 Careers education

The majority of respondents reported that students receive careers education in the form of lessons/classes that teach them about how to identify and pursue career opportunities (16% reported that students do not receive careers education in this

format). Careers education was more likely to be delivered within schools with sixth forms (91%) compared to schools without sixth forms (71%) – refer to Table 34 in Appendix 1.

Where this provision was on offer, as with personalised careers advice and guidance, careers education lessons were most commonly reported to be offered to students in Year 10 and above. However, the proportion of institutions offering students in Years 7 to 9 careers education in lessons, where this was stated by respondents to take place (48%), was higher than those reported to be offering personalised careers advice and guidance to the same age group (30%). Around two-thirds of institutions appeared to provide careers education to Years 10 to 11 (63%) and 12 to 13 (66%).

Careers education appeared to most commonly be delivered as part of tutor periods (59%) and also delivered:

- as part of PSHE (50%)
- as part of particular subjects (33%)
- during other lessons (19%)

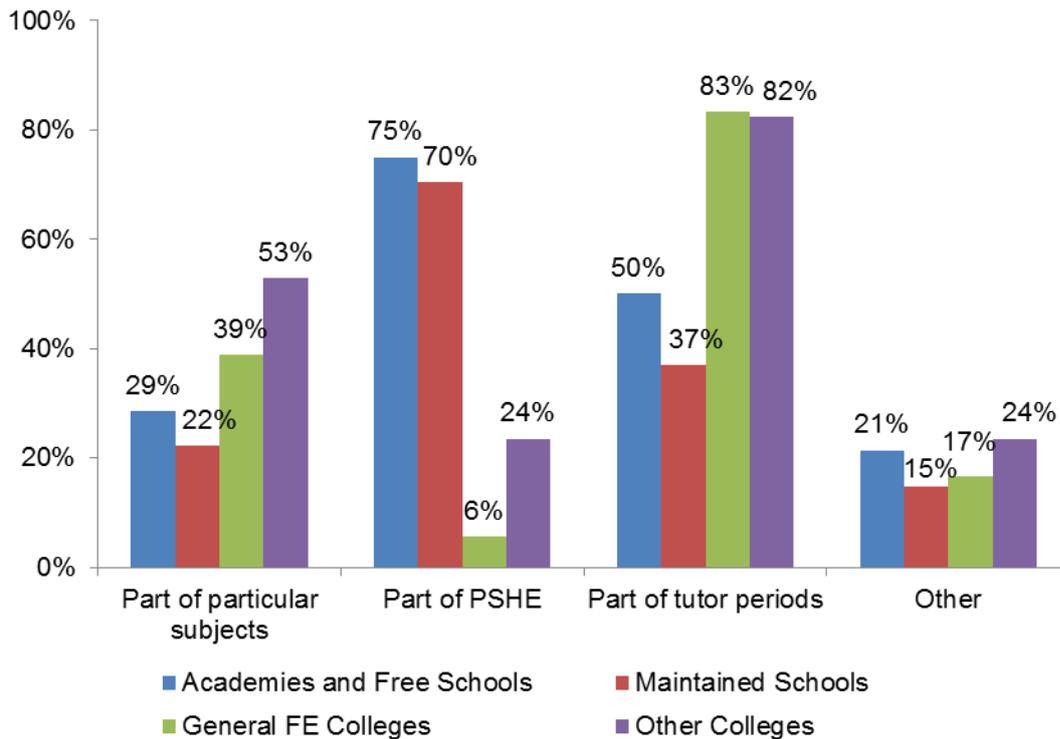
Other examples of delivery included dedicated timetabled lessons for all year groups or occasional bespoke sessions for specific year groups, collapsed careers days¹⁰, employability sessions, during whole day events or visits to careers fairs, tutorial time, workshops delivered by careers staff and a *‘three day suspended timetable progression related event and a one day progression conference for Year 12 students’*.

Tutors are invited to book for the Careers Adviser to go into their classes to deliver class tutorials on such topics as career research/exploration, CVs, interview skills, researching university and HE, etc.

Delivery of careers education can differ across some types of institution (see Figure 4). It is not surprising that schools were much more likely to report using Personal Social Health and Economic Education (PSHE) time (as PSHE should be taught in conjunction with the national curriculum in schools), while colleges, however, seem to more commonly integrate careers education within subject teaching and tutor periods.

¹⁰ These are pre-scheduled days during the academic calendar where schools have a ‘collapsed’ timetable. Pupils often stop attending their normal lessons and focus on such things as careers guidance.

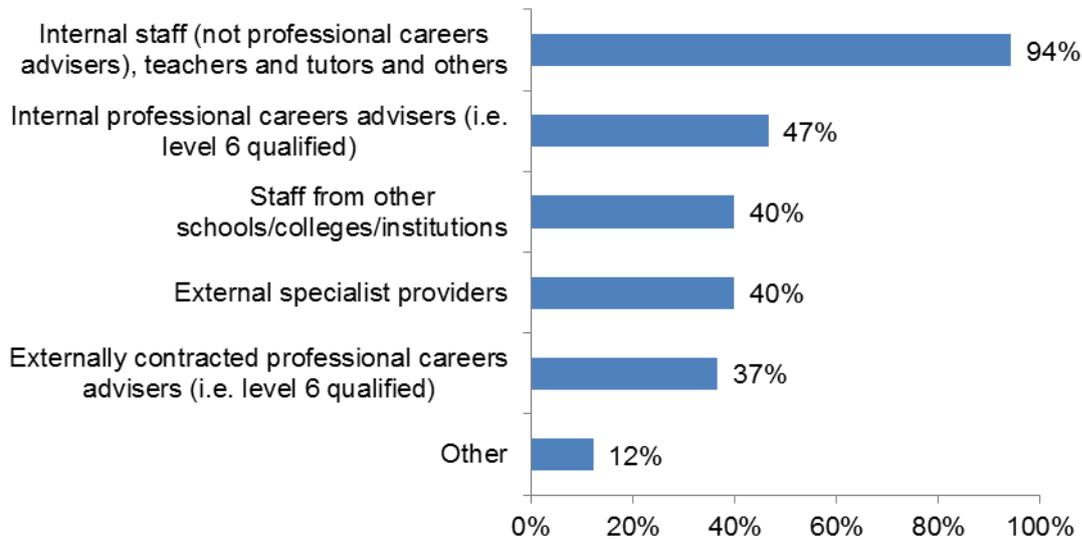
Figure 4: How is this [careers education] delivered in the curriculum? By type of institution. Careers Mapping survey, 2015.



*Note, base = 28 Academies and Free Schools, 27 Maintained Schools, 18 General Further Education Colleges, 17 Other Colleges

In the majority of cases, careers education was said to be provided by (Figure 5) internal staff (not qualified as professional careers advisers), teachers, tutors and other internal staff (94%) and of these, 84% of respondents stated that teachers or tutors provide careers education. Professional careers advisers (level 6 qualified) were said to be used in nearly half of institutions (47%) and internal dedicated careers staff (not qualified) provide careers education in 43% of institutions.

Figure 5: Who provides careers education in your institution? Careers Mapping survey, 2015.
(Base = 90)



Where ‘other internal staff’ were providing careers education, examples included mentors, clerical assistant for information, advice and guidance, administration team responsible for processing course applications (level 3 qualified), ‘*additional needs*’ team/teaching assistants, information, advice and guidance staff trained to level 4, learning resources teams, progression and achievement coaches, student services/student advisers, apprenticeship manager. One respondent said:

We have a careers co-ordinator who produces the lesson plans for the PSHE, but the lessons are delivered by the tutors.

3.4 Skills development and employability education

The majority (88%) of respondents reported that students received skills development or employability education (e.g. time management, interview preparation) in the form of lessons/class time. The remainder of the sample institutions (12%) were said not to provide this.

Again, this was most commonly reported to be delivered to students in older age groups:

- years 7 to 9 (25%)
- years 10 to 11 (60%)
- years 12 to 13 (65%)

Skills development and employability education appeared to be delivered across a range of lesson types:

- as part of PSHE (33%)
- as part of tutor periods (32%)
- as part of particular subjects (20%)
- during other lessons (16%)

Other examples of skills development and employability delivery included dedicated talks and sessions, off-timetable slots, specialist focus days or specific days allocated in the curriculum, drop in services (outside of lesson time), careers tutorials, assemblies and special activity days targeted at certain age groups 'e.g. *Year 13 who haven't applied to university*'.

- *Mock interview day with visiting business leaders, post-16 day (letters of application, CVs, interview skills).*

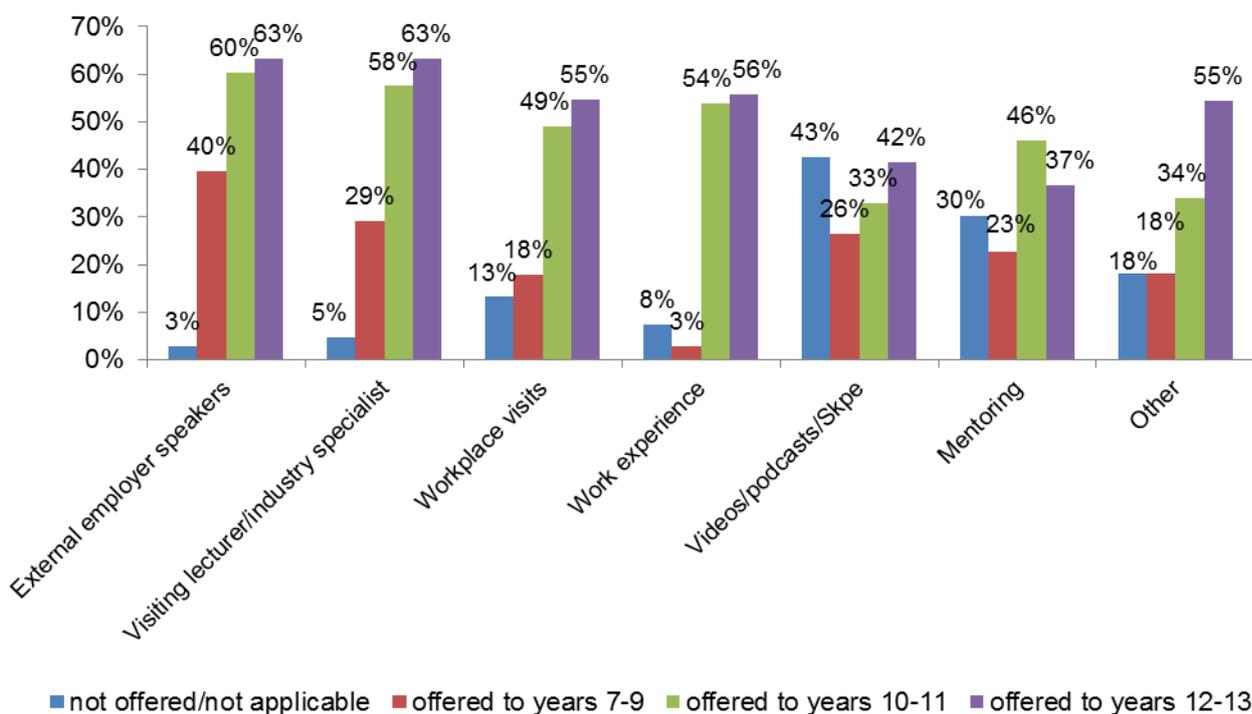
Through Barclays Life Skills - which are drop down time table days - they spend the day here in school with their team at our request. And Barclays are included in our mock interviews.

3.5 Links to employers

Nearly all respondents said that their institution helped students to gain contact with people in work to find out about careers/jobs.

A range of methods appeared to be used by institutions to enable these contacts between students and people in work. Use of external employer speakers, lecturers or industry specialists visiting schools/colleges, workplace visits and work experience appeared to be quite common. Figure 6 below illustrates how different methods are used across year groups.

Figure 6: Which methods [of contacting people who work] are used and for which year groups? Careers Mapping survey, 2015.



* Please note that the base for all options is 106 except for 'Other', for which the base is 44.

Older age groups seemed to have more access to methods used to find out about work and employment. Around half to two-thirds of institutions said they provided external employer speakers, visiting lecturers or industry specialists, workplace visits and work experience to Years 10 to 13. Proportions were much lower for Years 7 to 9 although 40% provided external employer speakers to these year groups. However, these methods were not used at all in some institutions; 13% said they did not provide workplace visits and 8% did not provide work experience. Use of videos/podcasts/skype and mentoring seemed to be more commonly used across all year groups; mentoring was more commonly used for Years 10 to 11, although many institutions reported that they were not using these at all (43% do not offer videos/podcasts/skype and 30% do not offer mentoring). Other examples of delivery included *'mock interview experience matched by career sector complete with written feedback, CV writing, taster days at college and enterprise activities'*, careers carousels/fairs, careers activities in tutor time, apprenticeship events (Year 11) and visits from external careers services and colleges.

According to survey respondents, links to employers were offered to all students in a particular year group in the majority of institutions (68%), with just under one third of respondents suggesting that this form of provision was only targeted to certain students (32%). Where this provision was said to be targeted to certain students, this

was mainly dependent on the qualification subjects or type (some targeting to vocational areas) and aspirations. Where it was subject dependent, this was more likely to be for higher year groups. Others suggested that it could be targeted to gifted and talented students in Years 10 and 11, girls, pupil premium students, students wishing to enter or re-enter work or students interested in a particular career area, those struggling to achieve and those with special educational needs.

It depends, it might be individual cases - if someone is struggling we may target a particular business to work with an individual, they will go into the business to see what it is like - we also hold a series of working lunches for Years 10 and 11 - they are sector driven.

This depends on the opportunities. Work experience is for all year 10 and careers speakers are often for anyone who is interested (over lunch). After this we target depending on the project/career so this could be links to subjects, gifted and talented, special educational needs, behavioural support, various levels of achievement etc.

4.6 Work experience

Just over one third of respondents (35%) reported that work experience was the responsibility of a dedicated work experience co-ordinator. One-fifth (20%) said it was the responsibility of a dedicated careers adviser/careers staff, teachers, tutors and other internal staff. Smaller proportions (18%) allowed students and/or their parents/carers to take responsibility whilst 5% used external providers. Another fifth (21%) said that other people had responsibility. These were either:

- a combination of people, such as, teaching and support staff, work experience co-ordinator and tutors or parents/carers, head of Year 10 and sixth form co-ordinator, students and teachers
- others taking individual responsibility, e.g. careers education, information, advice and guidance (CEIAG) co-ordinator, careers co-ordinator, learning mentors, assistant head teacher, sixth form mentor

Several noted that there was an emphasis on students to arrange their work experience with support from a wide range of staff. Of those who mentioned using external providers for arranging work experience, a small number of independent providers were mentioned as well as an education business partnership.

In terms of creating formal arrangements with employers for work experience, the response was mixed. Over half of respondents said that their institution did not have these in place (54%), with the remainder (46%) stating that they did have such arrangements with employers. The nature of these arrangements was varied;

ranging from no formal contract to partnership agreements, memorandums of understanding, placement agreements, to a formal contract. Some mentioned having written contracts with reference to insurance or using third parties (education business partnerships, Connexions where this was still in place¹¹, independent providers), to coordinate work experience and who would look after insurance. A small number of institutions had formal arrangements with local schools or mentioned company sponsorship and use of employers with long lasting relationships with institutions. For specific vocational/employment areas, the use of employers was common.

Some students in Years 10 -11 who do vocational courses in college have work experience with for example, local builders. I wouldn't say it was a formal arrangement but local employers are aware of the vocational courses we offer so they know that we will want work experience placements at some point.

In terms of working with and finding external partners (either employers or intermediaries), the large majority of survey respondents (94%) said that they were either very or quite confident in this aspect of developing and delivering careers provision. Five (5%) stated that they did not feel very confident engaging with partners.

¹¹ The Connexions national service is no longer centrally funded, however, local provision using Connexions branding still exists in some areas.

4. Impact of careers provision

The survey also explored respondents' perceptions of their institutions' careers provision. The findings are provided below and explore the key drivers of their programme, impact of the programme as a whole, aspects that are useful to students and valued by students, key challenges to offering careers provision and thoughts on how the provision could be improved.

4.1 Rationale for provision

Survey respondents were asked to identify the two main drivers for the careers programme in their institution. They reported the most common influences to be:

- the institution knowing that students need this to prepare them for transitions/working life (87%)
- to avoid students making poor choices (58%)

Three respondents clarified that the programme was driven by the need to give students the information required to make informed choices about future subjects or career pathways and to *'help our students aspire to the best career they possibly can and to fulfil their dreams'*.

To a lesser extent, legislation, funding agreements and statutory guidance appeared to be a factor (21%) and performance measures (because institutions are held to account for destinations / outcome measures – 20%).

The programme as a whole is to ensure positive destinations and to comply with statutory guidance/legislation.

Just 8% said that being 'demanded by students' was a key driver and there were no institutions that reported a key factor being that it was demanded by parents/carers.

Nearly three-quarters (70%) of survey respondents thought that their institution's approach to developing careers provision had evolved over time, with nearly one third (31%) reporting that an approach to careers provision that had already been found to be effective was chosen. Where an 'effective' approach was chosen, this was identified via review of destination and progression data, NEET figures, outcome data, student feedback, identifying good practice in other schools and colleges, behaviour and performance in lessons and by tailoring the programme to labour market information and local skills gaps. In addition:

- 25% thought that members of staff with particular expertise/interests had influenced the programme's approach
- 11% said that good practice had been adopted from other organisations

- 10% reported that their institution's approach had been recommended by external partners

When they had adopted an approach from other organisations, this was from external careers services (private, school, college, university) and education business partnerships. Several mentioned the value of meetings and networks to share good practice and one said that their programme had evolved through feedback from employers.

Membership of the borough Wide IAG network allowed for the sharing of good practice between a number of partners and schools and colleges.

We belong to the local network 'hub' which meets regularly and within that we exchange ideas - it is a group of local schools.

Another driver was the type of institution, those which were work-based, technical or vocational mentioned the need to have the right skills progress and the ethos of the institution, 'we are a university technical college it is in our DNA'.

We place a heavy emphasis on career planning as we are an 11-16 school in an area of deprivation and we want our students to have strong goals and aspirations that take them forward in learning and work.

Alternatively, reviews can reveal gaps and action is taken:

Role created in recent middle management re-structuring as response to audit revealing patchwork and un-coordinated provision across the school.

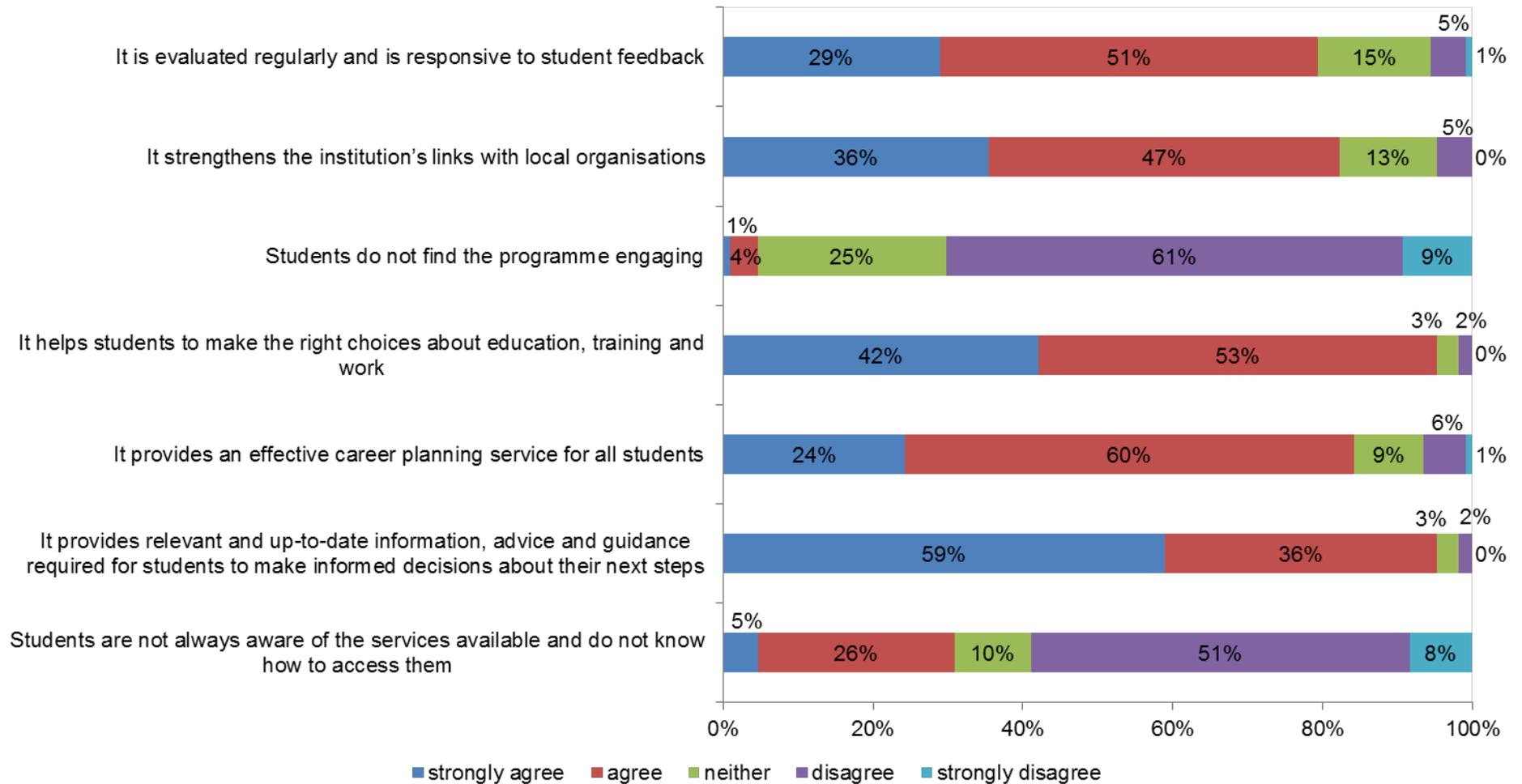
4.2 Evaluating provision

The majority (80%) of survey respondents reported that their institutions' careers provision was evaluated regularly and was responsive to student feedback (Figure 7). Reflecting this, survey respondents most commonly stated that they monitor, evaluate and improve their careers guidance offer by reviewing destinations data and statistics (86%) and gathering formal student feedback (80%). Less common methods were gathering informal feedback (69%), formal parent/carer feedback (28%) and other methods (14%). These other methods included careers quality awards, self-evaluation and development plans, formal evaluation by the local authority, reviews with teams delivering programmes, formal tutor feedback, focus groups and tracking students, student council, parent/carer informal feedback and sharing good practice.

Parent Informal feedback - we hold parent guidance sessions - when parents can come into the school, it comes up then. I conduct an evaluation of any activity and visit which I have just started this year.

Survey respondents were asked to what extent they agree with a range of statements about the careers provision in their institution (see Figure 7).

Figure 7: When thinking about the impact of your institution’s careers programme as a whole, to what extent do you agree or disagree with the following statements? Career Mapping survey, 2015. (Base = 107)



Overall, respondents were positive about the provision. In particular, a significant majority either strongly agreed or agreed that it:

- provided relevant and up-to-date information, advice and guidance required for students to make informed decisions about their next steps and helped them to make the right choices (95% either strongly agreed or agreed)
- was an effective career planning service for all students (84% either strongly agreed or agreed)

They also felt that it strengthened links with local organisations (83% either strongly agreed or agreed). However, awareness of careers provision among students might be lower than it could be. Nearly one-third of survey respondents (31%) thought that students were not always aware of the services available to them, and did not know how to access provision (Figure 7). Also, 30% were unsure or disagreed that the students find the programme engaging. A small number of respondents representing colleges also noted that they saw students entering college on the wrong courses due to not having 'appropriate guidance from schools'.

4.3 Value to students

Survey respondents were therefore generally positive about the impact of the programme overall. There were several aspects that were felt to be particularly valued by students.

Individual face-to-face discussions were reported by nearly all survey respondents (94%) to be the most valuable aspect of careers provision to students. In a free text response to the question asking which parts of the programme were most useful to students, at least four in ten responses related to one-to-one sessions and interviews.

Fundamentally the one to one interviews are key; students can't get what they need out of looking at a computer. It is not related to ability either, even the more gifted still need guidance - it is the informality of me being in the school for 4 days a week, the students know who I am and know that they can come speak to me - it cannot be replicated by someone going in once a week or so.

Other aspects of provision, such as, visits from guest speakers (45%), visits to universities/employers (44%) and careers fairs (41%) were thought to be the most valuable to students although by significantly lower proportions of respondents compared to one-to-one sessions. Less popular were group/class sessions (27%), drop-in services (23%), access to specialists websites (15%) and information leaflets/booklets (8%) – which was notably low compared to how common it was for institutions to provide printed materials (95% of institutions).

This was confirmed in open text responses. Aspects that were felt to be useful (although less so than one-to-one sessions) were:

- events, fairs and careers days, enabling students to engage with external organisations, *'careers days provide concentrated amount of time to explore skills and options'*
- focus employability skills and mock interviews, *'possibly the highlight is mock interview day where 50 local employers visit our school to interview students'*
- work experience and links with employers, including employer led workshops
- visiting guest speakers, *'employer and provider talks and visits - this makes it more real and they listen to them more'*
- links with higher education, support with UCAS applications
- groups/class sessions or workshops on information advice and guidance and employability, sessions can be differentiated to meet the needs of the group and individuals

4.3 Challenges and improvements

Budget limitations were most commonly reported to be a key challenge to providing excellent careers provision that meets the needs of staff, students and parents/carers.

Funding is a huge issue. Schools cannot afford dedicated staff who have no other job roles. We have 2,000 students and only myself as [a] dedicated staff member.

This has had an impact on the capacity of staff, access to staff with relevant expertise within institutions and to external providers. Time was a significant factor – in terms of staff capacity to dedicate to careers provision and time within the curriculum for careers delivery. Other challenges were:

Information and coordination

- raising the profile of careers provision and ensuring all (senior leaders, staff, students, parents/carers) had an understanding of the importance of careers guidance and what is on offer. Senior leader commitment was deemed important and giving a member of the senior leadership team responsibility for the careers programme was thought to help with this, as was including careers provision in the institution's development plan
- communication between staff and coordination of the programme
- removal of statutory duty and funding to deliver work experience for key stage four

Working with students, parents/carers and employers

- engaging students and parents/carers, providing something for all students and catering for individual needs
- low aspirations (parents/carers and students) and widening the perceptions of students beyond the top six careers

- sustaining engagement with employers, particularly if they are small, *'getting employers in is the most valuable and most difficult aspect – and the most time consuming'*
- ensuring that information is given in an impartial, client centred manner (including lack of funds to provide face-to-face sessions)

Delivery

- the need to be flexible and change along with students' changing aspirations
- keeping up to date with changes (careers information, job market), sifting through vast amounts of information and being aware of the whole array of progression opportunities (not just university routes)
- finding the balance between student voice and what can be offered
- location and difficulties in rural areas (impacts on parental/carer engagement, work experience, low aspirations to travel for work)

Overall, 87% of survey respondents either strongly agreed or agreed that their institutions' careers provision was of high quality. However, there were many suggestions from 97 respondents to the survey for how improvements could be made.

In line with the challenges mentioned above, key improvements would be more funding (mentioned by 14% of respondents) and more staffing capacity (10%). Above all, staff wanted more time to coordinate, manage and deliver careers provision (16%). Several (10%) mentioned the need for a dedicated careers post or funding for external professional careers advisers. Funding was also mentioned (10%) in relation to organising visits, events and for student travel to work experience sites.

Another significant factor was the curriculum. Several (15%) called for more time to be dedicated to careers provision, careers to be embedded across the curriculum or into subject specific careers lessons. They saw opportunities to embed careers provision naturally into subject lessons:

I support high schools in my role and there is little collaboration between teaching departments that misses naturally occurring opportunities to inspire careers thought and intelligence e.g. sports therapy, physiotherapy careers outcomes could flow naturally from a weeks' worth of biology, sport, maths and English schemes of work being coordinated. Next week, history, English, religion and philosophy will do the same for law careers.

Making initial careers planning/exploration tutorial a mandatory unit for all courses, integrating careers advisers' role within curriculum more - so sharing expertise and subject knowledge, tutor and adviser can work collaboratively and add value to careers lessons, etc.

In addition, several other themes on improvements were drawn from the 97 responses to this question:

- communications/coordination – better communications between staff/teams
- collaboration – between institutions to generate economies of scale, share resources and reduce time on communications/arrangements
- employer engagement – strengthening and widening links with employers and *'embedding employer representation into the curriculum'*. One respondent mentioned that in their institution, *'all students have a work experience module in their programme'*
- student engagement – improved work with lower year groups (Year 7 onwards particularly) to inform GCSE options, and more use of workplace visits for these year groups and collapsed curriculum days
- training - for teaching and non-teaching staff, including advisers and training up/qualifying more staff in careers guidance. Partnerships for training opportunities would allow careers advisers to keep abreast of changes taking place in industry and higher education and the changing options available for students
- informing provision – through use of destination data and labour market information which is integrated into advice and guidance offered to students
- *'We need to promote and clarify to students the nature of the local economy and emerging sectors and associated skills demanded through the local enterprise partnership.'*
- evaluation – regular review of provision and data to assess if it is 'fit-for-purpose', listening to the needs of students and staff and responding to change quickly
- sharing good practice – using opportunities to network with other institutions and providers to share ideas and experiences

One respondent commented that careers guidance should be more formalised within the curriculum to ensure that it is not overlooked:

Not just for my own organisation but for the sector, national insistence that researching careers and progression be embedded as a learning outcome within all government funded programmes via the awarding bodies i.e. make sure it is taught, formatively assessed, summatively assessed, internally verified and externally verified. This would remove all risk of it being an 'extra' - make it part of the actual qualifications!

5. Conclusions

The aim of this mapping project was to review the range of careers provision on offer, the nature of its delivery, its use and value. This report presents the feedback gathered from 107 school and college staff with some responsibility for careers provision. The following discussion summarises the findings, evidence gaps and points for consideration going forward.

Key findings and points for consideration

- Careers provision across all types of institution, regardless of year groups taught, offers a broad range of activities and formats through which students can access careers education, information, advice and guidance.
- Much of this provision was aimed at higher year groups to support key decisions at transition stages.
- Nearly all respondents reported offering information via websites, with at least 90% also disseminating information through organised events such as careers fairs and visiting speakers, and the use of printed materials. Signposting to external services such as opportunities to speak to further/higher education representatives, giving out prospectuses or websites such as the National Careers Service was also reported as very common practice among respondents (over 95%).
- Careers advice and guidance was most commonly provided by internal staff. However, there is some difference according to institution type – schools were more likely to use external careers advisers and schools with sixth forms were more likely to use external specialist providers. Careers education tended to be offered by internal staff. Use of professional careers staff and external professionals were also fairly common – each used by around half of institutions.
- Although they were generally very positive about the impact and effectiveness of delivery, nearly one-third of respondents (31%) thought that students were not always aware of the provision on offer to them, or of how to access provision.

Feedback from students, parents/carers and staff: Whilst this mapping project focused on feedback from a member of staff with some responsibility for careers provision, it must be acknowledged that their responses may not be wholly representative of all staff responsible for careers provision, other staff delivering careers provision (qualified and unqualified), students and parents/carers. Further research with these groups would provide a rounded view. It would be particularly worthwhile to gather the views of students as the recipients of the provision to identify their awareness of the provision available, the types of provision they most engage with (and the reasons for non-engagement), what they might need more support with, and the provision that has been most/least beneficial to them. This may also include a cohort of school/college leavers to determine the pathway taken and the lasting impact/effectiveness of the careers provision received prior to those decisions.

Whilst the feedback in this report suggests that there is high quality provision, it is not clear, for example, how often students are in receipt of careers guidance. Further work on the nature and frequency of provision would give insights to the range and scale of what is offered.

- Personalised provision was offered by nearly all respondents, generally from Year 10 onwards although one-third of institutions were offering this to Years 7 to 9. Although it tended to be offered across year groups, where it was targeted this was reported to be among lower year groups, for example for students with special educational needs, gifted and talented students, those receiving pupil premium funding, looked-after-children and those at risk of becoming NEET. Some commented that use of this service was by self-referral/request or referral from members of staff.
- Skills development and employability education was offered by the majority (88%) of institutions surveyed, and again was most common among older year groups (Year 10 onwards).

Targeting/personalised provision: It would be worthwhile for institutions to assess their approach to delivery and the efficiency of offering provision to whole year groups or targeting to certain students. It may be that working in partnership with other institutions or using alternative approaches could achieve better outcomes for students.

- Nearly all institutions helped students to gain contact with employers to learn about careers/jobs. However, around half reported that their institution does not have formal arrangements with employers for work experience, despite the fact that the majority (94%) felt confident in developing arrangements with external partners as part of careers provision.

Relationships with industry: As a significant aspect of careers provision, this element should be further explored to identify good practice in engaging with employers, how institutions could be better supported to work with employers in their local area and how networking and partnering might support employer engagement to make this engagement more efficient. It would also be worthwhile to explore with different institutions, how they work with employers, their contractual arrangements and the processes of setting up any arrangements and sustaining them, and how they could better utilise employers to work with younger age groups.

- Respondents were very positive about the value of careers provision for students, with face-to-face discussion being thought of as the most valuable aspect. Other elements thought to be useful by respondents are activities such as visits from guest speakers, visits to universities/employers, mock interview events.

Innovative delivery: With limited resources being reported to be a key issue for institutions, a timely project would involve some practitioner-led research, guided by a

research team, which explores innovative methods to engaging with students and delivering careers provision, and how best to meet the needs of students, parents/carers and staff.

- The majority of respondents (87%) felt that their institutions' provision is of high quality. The key improvements suggested were more funding and staffing capacity: in particular, staff want more time to coordinate, manage and deliver careers provision; funding to organise visits and events; dedicated posts focusing on careers provision; time within the curriculum to deliver careers guidance and education; better collaboration with other organisations; better employer engagement and student engagement; and training for teaching and non-teaching staff.

Improving practice: Some action research projects could explore these issues with a drive to continuously inform and improve practice. Research on staff skills and knowledge needs and how best to meet these needs, would be particularly beneficial, especially those who are qualified at levels 3 and 4 and those who are not qualified or not careers specialists.

- In addition, 80% of respondents reported that the provision in their institution was evaluated regularly, with destinations data as a common measure as well as formal student feedback. Some acknowledged that data and feedback could be used better to improve provision and that it would be beneficial to use networks to share good practice.

Evaluating provision: It is not clear from the findings how institutions act on the feedback they receive from students, and in what ways they are responsive to that feedback. It would be useful to gather more in-depth information on the self-evaluation activities that institutions undertake, the range of measures in place for quality of provision and how changes/improvements to provision are monitored. Further consideration could be given to the value of exploring the perceived quality of provision in relation to destinations, student feedback and performance measures.

6. Appendix 1: Frequency Tables¹²

Respondent and institution details

Table 1: Which of these best describes your institution?

	Percentage of respondents (base 107)
General Further Education College	19%
Maintained school without sixth form (not Academy)	16%
Maintained school with sixth form (not Academy)	15%
Academy school with sixth form	14%
Academy school without sixth form	13%
Sixth Form College	8%
Specialist College (e.g. arts, horticultural)	4%
Tertiary College	4%
Free School with sixth form	3%
Free school without sixth form	3%
University Technical College	...
Specialist Designated College	...

Table 2: Region

	Percentage of respondents (base 107)
South East	18%
North West	15%
South West	13%
North East	11%
Yorkshire & Humberside	10%
East of England	9%
London	8%
West Midlands	8%
East Midlands	7%

¹² Note that percentages are rounded. Some questions were multiple response and so will not total 100%.

Table 3: What kind of area is your institution situated in?

	Percentage of respondents (base 107)
Town and fringe	50%
Urban	34%
Village	17%

Table 4: Which of these best describes your primary job role?

	Percentage of respondents (base 107)
Specialist careers service staff	34%
Middle manager	28%
Senior manager/leadership team	22%
Support staff	8%
Teacher/tutor/trainer	3%
Other	3%
Head teacher/principal	...

Table 5: Which of these is the closest to describing your role in relation to careers guidance?

	Percentage of respondents (base 107)
Careers guidance is the main part of my job	45%
I do it as part of my leadership responsibilities (e.g. head of 6th form)	39%
Other	9%
I offer advice/support as part of my teaching/pastoral role	7%

•

Table 6: Does your institution help students gain any contact with people in work to find out about careers / jobs?

Almost all respondents answered yes to this question.

Finding out about work

Table 7: Does your institution help students gain any contact with people in work to find out about careers / jobs?

Almost all respondents answered yes to this question.

Table 8: For each of the following methods below, please tell us if they are offered and for which year groups?

	not offered/not applicable	offered to years 7-9	offered to years 10-11	offered to years 12-13	Base
External employer speakers	3%	40%	60%	63%	106
Mentoring	30%	23%	46%	37%	106
Workplace visits	13%	18%	49%	55%	106
Work experience	8%	3%	54%	56%	106
Videos / podcasts / Skype	43%	26%	33%	42%	106
Visiting lecturer/industry specialists coming into school or lessons	5%	29%	58%	63%	106
other	18%	18%	34%	55%	44
If 'other', please specify below.	100%	...	...	...	16

Note: As respondents could choose more than one option, percentages do not sum to 100%.

Table 9: Are links with employers offered to all in a particular year group or is it targeted to certain students?

	Percentage of respondents (base 106)
Offered to all in a particular year group	68%
Targeted to certain students	32%

•

Table 10: Who is responsible for organising work experience?

	Percentage of respondents (base 98)
Work experience co-ordinator	35%
Other	21%
The young people / their parents	18%
Teachers/Tutors	11%
Dedicated careers adviser/staff	7%
External providers (supporting organisation)	5%
Other internal staff	...
Staff from other schools/colleges/institutions	...

Table 11: Does your institution have formal arrangements with employers to provide work experience?

	Percentage of respondents (base 97)
no	54%
yes	46%

Advice information and guidance

Table 12: How is careers information (information on learning and work opportunities) provided to students? *Tick as many as apply*

	Percentage of respondents (base 107)
Access to websites	99%
Events (e.g. careers fair)	96%
Printed materials	95%
Visiting speakers	94%
Information officers in careers	90%
Guidance to helpline services (e.g. National Careers Service)	89%
Visits	86%
Computer software	81%
Audio visual materials	75%
Other	21%

Note: As respondents could choose more than one option, percentages do not sum to 100%. Numbers should not be added together e.g. to calculate the number of respondents who provide access to websites and printed materials.

Table 13: Does your institution signpost young people to any services delivered by others? (1) Websites like National Careers Service, Plotr, etc. (2) Talking direct to colleges, universities etc. (3) Prospectuses/printed materials. *Please tick one option per row*

Almost all respondents answered yes to this question.

Table 14: Do students receive personalised careers advice / guidance i.e. specific discussions about their own career choices/progression routes?

	Percentage of respondents (base 107)
yes	97%
no	3%

Table 15: If yes, what age groups receive personalised careers advice / guidance?

	Percentage of respondents (base 103)
Years 10-11	68%
Years 12-13	67%
Years 7-9	30%

Note: As respondents could choose more than one option, percentages do not sum to 100%.

Table 16: Is it offered to all in a particular year group or is it targeted to certain students?

	Percentage of respondents (base 104)
Offered to all in a particular year group	73%
Targeted to certain students	27%

Table 17: Who provides careers advice / guidance in your institution? *Please tick all that apply*

	Percentage of respondents (base 104)
Teachers/Tutors	58%
Externally contracted professional careers advisers (i.e. level 6 qualified)	55%
Internal professional careers advisers (i.e. level 6 qualified)	47%
Internal dedicated careers staff member (not qualified)	38%
Staff from other schools/colleges/institutions	32%
External specialist providers	29%
Other internal staff	17%
Other	14%

Note: As respondents could choose more than one option, percentages do not sum to 100%.

Careers education

Table 18: Do students receive careers education in the form of lessons/class time about how to identify and pursue career opportunities?

	Percentage of respondents (base 107)
yes	84%
no	16%

Table 19: If yes, what age groups receive this?

	Percentage of respondents (base 89)
Years 12-13	66%
Years 10-11	63%
Years 7-9	48%

Note: As respondents could choose more than one option, percentages do not sum to 100%.

Table 20: How is this delivered in the curriculum?

	Percentage of respondents (base 90)
Part of tutor periods	59%
Part of PSHE	50%
Part of particular subjects	33%
Other	19%

Note: As respondents could choose more than one option, percentages do not sum to 100%.

Table 21: Who provides careers education in your institution? *Please tick all that apply*

	Percentage of respondents (base 90)
Teachers/Tutors	84%
Internal professional careers advisers (i.e. level 6 qualified)	47%
Internal dedicated careers staff member (not qualified)	43%
External specialist providers	40%
Staff from other schools/colleges/institutions	40%
Externally contracted professional careers advisers (i.e. level 6 qualified)	37%
Other internal staff	18%
Other	12%

Note: As respondents could choose more than one option, percentages do not sum to 100%.

Skills development and employability

Table 22: Do students receive skills development or employability education in the form of lessons/class time (e.g. time management, interview preparation etc.)

	Percentage of respondents (base 107)
yes	88%
no	12%

Table 23: If yes, what age groups receive this?

	Percentage of respondents (base 93)
Years 12-13	65%
Years 10-11	60%
Years 7-9	25%

Note: As respondents could choose more than one option, percentages do not sum to 100%.

Table 24: How is this delivered in the curriculum?

	Percentage of respondents (base 94)
Part of PSHE	52%
Part of tutor periods	51%
Part of particular subjects	32%
Other	27%

Note: As respondents could choose more than one option, percentages do not sum to 100%.

Rationale of the careers programme

Table 25: What are the two main factors driving the careers guidance programme you have? *Please tick two options only*

	Percentage of respondents (base 107)
The institution knows that young people need this to prepare them for transitions / for working life	87%
To avoid young people making poor choices	58%
Because it's a requirement in legislation / funding agreement / statutory guidance	21%
Because institutions are held to account for destinations / outcome measures	20%
Is it demanded by young people	8%
Other reasons	5%
Is it demanded by parents	...

Note: As respondents could choose more than one option, percentages do not sum to 100%.

Table 26: Why did your institution adopt its chosen approach to the careers guidance programme?

	Percentage of respondents (base 107)
Evolved over time	70%
Found to be effective	32%
Members of staff with particular interests / expertise	25%
Other reasons	12%
Adopted good practice from other institution(s)	11%
Recommended by external partners	10%

Note: As respondents could choose more than one option, percentages do not sum to 100%.

Table 27: How confident do you feel to work with and find external partners - either employers or intermediaries?

	Percentage of respondents (base 107)
Very confident	52%
Quite confident	42%
Not very confident	5%
Not at all confident	...

Impact and development

Table 28: When thinking about the impact of your institution's careers programme as a whole, to what extent do you agree or disagree with the following statements? *Please tick one option from each row.*

	strongly agree	agree	neither	disagree	strongly disagree	Base
Students are not always aware of the services available and do not know how to access them	5%	26%	10%	51%	8%	107
It provides relevant and up-to-date information, advice and guidance required for students to make informed decisions about their next steps	59%	36%	3%	...	...	107
It provides an effective career planning service for all students	24%	60%	9%	6%	...	107
It helps students to make the right choices about education, training and work	42%	53%	3%	...	...	107
Students do not find the programme engaging	...	4%	25%	61%	9%	107
It strengthens the institution's links with local organisations	36%	47%	13%	5%	...	107
It is evaluated regularly and is responsive to student feedback	29%	51%	15%	5%	...	107

Table 29: What parts do the students themselves find of most value? Please select the three most popular with your students. *Please tick three options only*

	Percentage of respondents (base 107)
Individual face-to-face discussions	94%
University/employer visitors and guest speakers	45%
Visits out to universities/employers	44%
Events/careers fairs	41%
Group/class sessions	27%
Drop in service	23%
Access to specialist websites	15%
Information leaflets/booklet/prospectuses	8%
Other	...

Note: As respondents could choose more than one option, percentages do not sum to 100%.

Table 30: How do you monitor, evaluate and improve your careers guidance offer? *Please tick all that apply*

	Percentage of respondents (base 107)
Review destination data and statistics	86%
Formal student feedback	80%
Informal feedback	69%
Formal parent feedback	28%
Other	14%

Note: As respondents could choose more than one option, percentages do not sum to 100%.

Table 31: Do you agree or disagree that your institution's career guidance programme as a whole is of high-quality?

	Percentage of respondents (base 107)
Strongly agree	47%
Agree	40%
Neither	11%
Disagree	...
Strongly disagree	...

Crosstabulation data

Table 32: For each of the following methods below, please tell us if they are offered and for which year groups? By institution type.¹³

		Schools with sixth forms	Schools without sixth forms	Colleges
Base	106	34	33	39
External employer speakers				
not offered/not applicable	3	-	-	3
	3%	-	-	8%
offered to years 7-9	42	20	22	-
	40%	59%	67%	-
offered to years 10-11	64	27	32	5
	60%	79%	97%	13%
offered to years 12-13	67	29	...	34
	63%	85%	...	87%
Mentoring				
not offered/not applicable	32	6	8	18
	30%	18%	24%	46%
offered to years 7-9	24	13	11	-
	23%	38%	33%	-
offered to years 10-11	49	22	23	4
	46%	65%	70%	10%
offered to years 12-13	39	18	...	19
	37%	53%	...	49%
Workplace visits				
not offered/not applicable	14	...	...	...
	13%	...	...	...
offered to years 7-9	19	9	10	-
	18%	27%	30%	-
offered to years 10-11	52	25	23	4
	49%	74%	70%	10%
offered to years 12-13	58	24	...	32
	55%	71%	...	82%
Work experience				
not offered/not applicable	8	...	...	...
	8%	...	...	...
offered to years 7-9	3	3	-	-
	3%	9%	-	-
offered to years 10-11	57	25	29	3
	54%	74%	88%	8%
offered to years 12-13	59	24	-	35
	56%	71%	-	90%

¹³ A small number of schools without sixth forms reported that they provide activities to older pupils. These have been removed from analysis in line with disclosure control guidance.

Videos / podcasts / Skype				
not offered/not applicable	45	12	18	15
	43%	35%	55%	39%
offered to years 7-9	28	14	14	-
	26%	41%	42%	-
offered to years 10-11	35	19	13	3
	33%	56%	39%	8%
offered to years 12-13	44	19	...	22
	42%	56%	...	56%
Visiting lecturer/industry specialists coming into school or lessons				
not offered/not applicable	5	...	...	...
	5%	...	...	...
offered to years 7-9	31	15	16	-
	29%	44%	49%	-
offered to years 10-11	61	26	31	4
	58%	77%	94%	10%
offered to years 12-13	67	28	...	35
	63%	82%	...	90%
other				
not offered/not applicable	8	...	...	...
	8%	...	...	...
offered to years 7-9	8	...	...	...
	8%	...	...	...
offered to years 10-11	15	3	12	-
	14%	9%	36%	-
offered to years 12-13	24	4	...	18
	23%	12%	...	46%

Table 33: Does your institution signpost young people to any services delivered by others? Please tick one option per row. By institution type.

		Schools with sixth forms	Schools without sixth forms	Colleges
Websites like National Careers Service, Plotr, etc.				
yes	102	33	30	39
	95%	97%	88%	100%
no	4	...	...	...
	4%	...	...	...
Talking direct to colleges, universities etc.				
yes	104	33	32	39
	97%	97%	94%	100%
no	3	...	...	...
	3%	...	...	...
Prospectuses/printed materials				
yes	Almost all respondents answered yes to this category.			
no				

Table 34: Do students receive careers education in the form of lessons/class time about how to identify and pursue career opportunities? By institution type.

		Schools with sixth forms	Schools without sixth forms	Colleges
Base	107	34	34	39
yes	90	31	24	35
	84%	91%	71%	90%
no	17	3	10	4
	16%	9%	29%	10%

7. Appendix 2: Survey Questionnaire

Mapping Careers Services in Schools and Colleges

Introduction

CooperGibson Research has been commissioned by the Department for Education to conduct a study about the range and nature of careers guidance programmes in schools and colleges in England.

In this research we use the term 'careers guidance' - by that we mean a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.

As described in the DfE statutory guidance on 'Careers guidance and inspiration in schools', published in April 2014, this might include inspiring employer talks, work experience and workplace visits, face-to-face guidance and mentoring, the development of employability and entrepreneurial skills and the use of online tools and data to support informed decision making. In your school you might call this careers education, information, advice and guidance or a variation of one of these terms.

We would be very grateful if you would participate in this important study to help shape future policy on careers guidance.

About you and your institution

Q1 Institution name:

Q2 Your name:

Q3 Your job title:

- Q4 Which of these best describes your institution?
- Academy school with sixth form
 - Academy school without sixth form
 - Free School with sixth form
 - Free school without sixth form
 - Maintained school with sixth form (not Academy)
 - Maintained school without sixth form (not Academy)
 - General Further Education College
 - Sixth Form College
 - Specialist Designated College
 - Specialist College (e.g. arts, horticultural)
 - University Technical College
 - Tertiary College
 - Other

If 'other', please specify below.

- Q5 What kind of area is your institution situated in?
- Urban
 - Village

Town and fringe

Q6 Which of these best describes your primary job role?

- Head teacher/Principal
- Senior manager/leadership team
- Middle manager
- Teacher/tutor/trainer
- Specialist careers service staff
- Support staff
- Other

If 'other', please specify below.

Q7 Which of these is the closest to describing your role in relation to careers guidance?

- Careers guidance is the main part of my job
- I do it as part of my leadership responsibilities (e.g. head of 6th form)
- I offer advice/support as part of my teaching/pastoral role?
- Other

If 'other', please specify below.

Finding out about work

The following questions address how the careers guidance programme helps students to find out about work. This includes creating strong links with employers, connecting young people with inspiring speakers, offering high-quality work experience and workplace visits, and mentoring and support for those at risk of becoming disengaged.

Q8 Does your institution help students gain any contact with people in work to find out about careers / jobs?

- yes
- no

Q9 For each of the following methods below, please tell us if they are offered and for which year groups?

	not offered/not applicable	offered to years 7-9	offered to years 10-11	offered to years 12-13
External employer speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workplace visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videos / podcasts / Skype	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visiting lecturer/industry specialists coming into school or lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If 'other', please specify below.

Q10 Are links with employers offered to all in a particular year group or is it targeted to certain students?

- Offered to all in a particular year group
- Targeted to certain students

If 'targeted to certain students' please explain below.

Q11 Who is responsible for organising work experience?

- The young people / their parents
- Work experience co-ordinator
- Dedicated careers adviser/staff
- Teachers/Tutors
- Other internal staff
- External providers (supporting organisation)
- Staff from other schools/colleges/institutions
- Other

If 'other', please specify below.

Please tell us more about these 'external providers'.

Q12 Does your institution have formal arrangements with employers to provide work experience?

- yes
- no

Q13 If yes, please describe e.g. nature of relationship/contract/type of employer.

Advice, information and guidance

This includes for example, widening advice on academic and vocational options, face-to-face guidance and using data and online tools to support informed decision making. It can also include activities aimed at boosting young people's enterprise and employability skills.

Q14 How is careers information (information on learning and work opportunities) provided to students? *Tick as many as apply*

- Printed materials
- Audio visual materials
- Computer software
- Access to websites
- Information officers in careers
- Guidance to helpline services (e.g. National Careers Service)
- Events (e.g. careers fair)
- Visits
- Visiting speakers
- Other

If 'other', please specify below.

Q15 Does your institution signpost young people to any services delivered by others? *Please tick one option per row*

	yes	no
Websites like National Careers Service, Plotr, etc.	<input type="checkbox"/>	<input type="checkbox"/>
Talking direct to colleges, universities etc.	<input type="checkbox"/>	<input type="checkbox"/>
Prospectuses/printed materials	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

If 'other', please specify below.

- Q16 Do students receive personalised careers advice / guidance i.e. specific discussions about their own career choices/progression routes?
 yes
 no
- Q17 If yes, what age groups receive personalised careers advice / guidance?
 Years 7-9
 Years 10-11
 Years 12-13
- Q18 Is it offered to all in a particular year group or is it targeted to certain students?
 Offered to all in a particular year group
 Targeted to certain students
 If 'targeted to certain students' please explain below.
- Q19 Who provides careers advice / guidance in your institution? *Please tick all that apply*
 Internal professional careers advisers (i.e. level 6 qualified)
 Externally contracted professional careers advisers (i.e. level 6 qualified)
 Internal dedicated careers staff member (not qualified)
 Teachers/Tutors
 Other internal staff
 External specialist providers
 Staff from other schools/colleges/institutions
 Other
 If 'other internal staff', please explain below

 If 'other' please explain
- Q20 Do students receive careers education in the form of 'lessons'/class time about how to identify and pursue career opportunities?
 yes
 no
- Q21 If yes, what age groups receive this?
 Years 7-9
 Years 10-11
 Years 12-13
- Q22 How is this delivered in the curriculum?
 Part of particular subjects
 Part of PSHE
 Part of tutor periods
 Other
 If 'other', please explain below
- Q23 Who provides careers education in your institution? *Please tick all that apply*
 Internal professional careers advisers (i.e. level 6 qualified)
 Externally contracted professional careers advisers (i.e. level 6 qualified)
 Internal dedicated careers staff member (not qualified)
 Teachers/Tutors
 Other internal staff
 External specialist providers
 Staff from other schools/colleges/institutions

Other

If 'other internal staff', please explain below

If 'other', please explain

Q24 Do students receive skills development or employability education in the form of 'lessons'/class time (e.g. time management, interview preparation etc.)

yes

no

Q25 If yes, what age groups receive this?

Years 7-9

Years 10-11

Years 12-13

Q26 How is this delivered in the curriculum?

Part of particular subjects

Part of PSHE

Part of tutor periods

Other

If 'other', please explain below

Rationale of the careers programme

The next few questions ask you to think about your institution's career guidance programme as a whole.

Q27 What are the two main factors driving the careers guidance programme you have? *Please tick two options only*

The institution knows that young people need this to prepare them for transitions / for working life

To avoid young people making poor choices

Is it demanded by young people

Is it demanded by parents

Because it's a requirement in legislation / funding agreement / statutory guidance

Because institutions are held to account for destinations / outcome measures

Other reasons

If 'other reasons', please explain below

Q28 Why did your institution adopt its chosen approach to the careers guidance programme?

Evolved over time

Found to be effective

Members of staff with particular interests / expertise

Recommended by external partners

Adopted good practice from other institution(s)

Other reasons

Please explain how your chosen approach was 'found to be effective'.

Please explain which institution(s) you adopted good practice from.

If 'other reasons' please explain.

- Q29 How confident do you feel to work with and find external partners - either employers or intermediaries?
- Very confident
 - Quite confident
 - Not very confident
 - Not at all confident

Impact and development

These questions relate to the impact of the careers programme as a whole and how you see it developing in the future.

- Q30 When thinking about the impact of your institution's careers programme as a whole, to what extent do you agree or disagree with the following statements? *Please tick one option from each row.*

	strongly agree	agree	neither	disagree	strongly disagree
Students are not always aware of the services available and do not know how to access them	<input type="checkbox"/>				
It provides relevant and up-to-date information, advice and guidance required for students to make informed decisions about their next steps	<input type="checkbox"/>				
It provides an effective career planning service for all students	<input type="checkbox"/>				
It helps students to make the right choices about education, training and work	<input type="checkbox"/>				
Students do not find the programme engaging	<input type="checkbox"/>				
It strengthens the institution's links with local organisations	<input type="checkbox"/>				
It is evaluated regularly and is responsive to student feedback	<input type="checkbox"/>				

- Q31 What parts of the programme do you think are most useful to your students, and why?

- Q32 What parts do the students themselves find of most value? Please select the three most popular with your students. *Please tick three options only*

- Drop in service
- Individual face-to-face discussions
- Group/class sessions
- Visits out to universities/employers
- University/employer visitors and guest speakers
- Information leaflets/booklet/prospectuses
- Access to specialist websites
- Events/careers fairs
- Other

If 'other', please explain below

- Q33 How do you monitor, evaluate and improve your careers guidance offer? *Please tick all that apply*

- Formal student feedback
- Formal parent feedback

- Informal feedback
- Review destination data and statistics
- Other

If 'other', please specify below

Q34 What are the main challenges to providing an excellent careers service that meets the needs of staff, students and parents?

Q35 Do you agree or disagree that your institution's career guidance programme as a whole is of high-quality?

- Strongly agree
- Agree
- Neither
- Disagree
- Strongly disagree

Q36 How could your institution's career programme be improved?

Q37 If there is anything else that you would like to say about careers guidance provision in your institution or more generally, please add your comments below.

8. Appendix 3: Introductory letter

Dear []

Career Services in Schools and FE Institutions in England

CooperGibson Research has been commissioned by the Department for Education to conduct a study about the range and nature of careers education, information, advice and guidance (CEIAG) in schools and FE institutions in England.

Your school/college has been selected as part of a representative sample of institutions across England and we would therefore be very grateful if you would participate in this important study.

How to take part?

Please notify the member of your staff with overall responsibility for CEIAG about this email and ask them to provide their contact details to [], on []

We will telephone your nominated contact to discuss the research and to arrange a short telephone survey. This should take around 30 minutes.

It is also possible to participate in this research online. If this would be preferable, the survey can be accessed at [URL].

If you have any queries, please contact [] using the details above.

We very much hope that you will be able to help as the findings will help to shape future policy on CEIAG.

Anything you tell us will be treated in the strictest confidence.

The information you give us will be treated in accordance with the Data Protection Act and will not be reported in any way that could identify you or your school/college.

Thank you in advance for your help.

Yours sincerely,

Sarah Gibson
Director
CooperGibson Research

www.coopergibson.co.uk



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for Education

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