

COMPLETE CAREERS

To Infinity and Beyond
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Session Overview

- What we 'should be doing' (statutory guidance focus – 'infinity')
- What we 'should be doing' (putting the learner first – 'beyond')
- What are the issues/gaps?
- What progress are we making?
- What is ahead (new statutory guidance)?

Careers Statutory Guidance



Careers guidance and access for education and training providers

Statutory guidance for governing bodies, school leaders and school staff

January 2018

- Access for education and training providers
- Publish name and contact details of their careers leader
- Publish their careers programmes
- Meet Gatsby Benchmarks by end of 2020

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Good Careers Guidance – Gatsby Benchmarks



1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

DfE on Quality Assurance Stage 1

Over 3000 schools and colleges are now using Compass, a self-evaluation tool developed by Gatsby and The Careers & Enterprise Company. Compass works by asking schools to answer a series of questions about what careers provision they offer. On completing the questions, the school will receive a confidential report showing how they compare to the Gatsby Benchmarks. Over time a school can return to the tool, see their previous results and repeat the assessment as provision develops'. Paragraph 16

Statutory Guidance : 'Career Guidance and Access for Education and Training Providers' – 06.1.18 updated October 2018



DfE on Quality Assurance Stage 2

Statutory Guidance : ‘Career Guidance and Access for Education and Training Providers’ – 06.1.18 updated October 2018

“The Government strongly recommends that all schools work towards the updated Quality in Careers Standard, incorporating Compass, to support the development of their careers ‘ramme’ paragraph 20



Ofsted and Careers

Inadequate:

The school does not ensure that pupils get access to unbiased information about potential next steps, high-quality careers guidance and opportunities for encounters with the world of work

Intent

Impact

Implementation

Is it working? What does the data tell us?

12/11/2020	Sample	National Average	2018 Hub Wave	2019 Hub Wave
	Average Benchmark Score	3.75	4.8	4.1

'The data shows that schools that hold the Quality in Careers Standard performed significantly better than schools without one achieving 67.3% of the sub-Benchmarks compared with 50.8% respectively.' **10/10/17 State of the Nation 2017**

'The strongest correlation with a higher Overall Benchmark Score was schools and colleges that had sought and achieved a Quality in Careers Standard... This provides a strong indication that the impact of the Quality in Careers Standard is a real one and cannot be explained through chance or by any other factors.' **14/11/18 State of the nation 2018**

Complete-Careers/Career Mark Data
(average from assessments throughout 2020)

5.44

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Issue 1 – Where is the Career Learning?

The focus of the agenda is on what schools should be doing, rather than the knowledge, skills and attitudes young people should be developing to enable them to be effective career planners and make successful transitions.



Learner Experience – Splatter gun



Remember:
Intent/Implementation/Impact!

Career Frameworks

Outputs



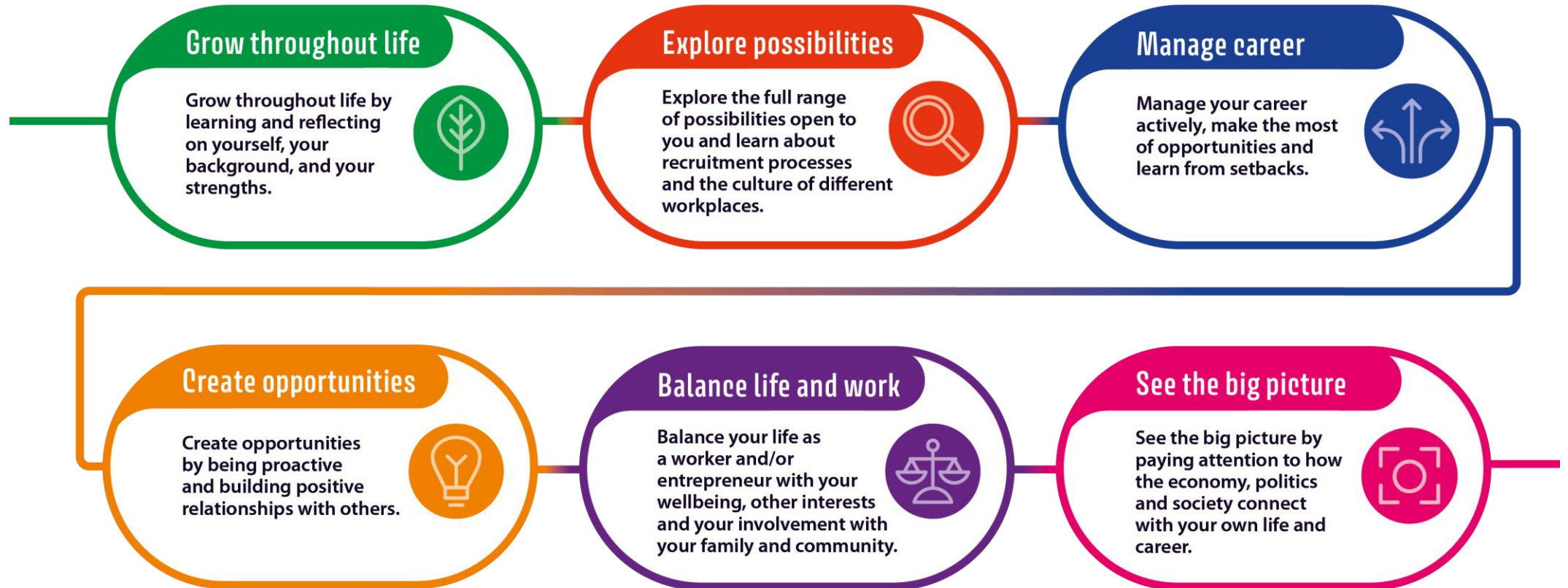
‘Hitting the benchmarks, but missing the point’



Learning Outcomes



New CDI Framework



Issue 2 – Too Many Cooks...

Too many nationally funded initiatives with overlapping agendas reinventing the wheel.



Reviewing Current National Picture



- Statutory Guidance (Gatsby)
- OFSTED
- Careers and Enterprise Company
- Career Development Institute
- Quality in Careers Standard
- NCOP/Uni Connect
- National Careers Service
- Job Centre Plus
- National Citizens

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- Hundreds of career

Reviewing Current Local Picture



- Careers Hub?
- Opportunity Area?
- Enterprise Coordinators
- Outreach Hub (Uni Connect)
- Local Network of Schools
- MAT network
- Education Business Partnerships
- Careers Companies

Issue 3 - Professionalism and Prioritising

- Is careers guidance truly understood?
- Is the impact of good careers guidance recognised?
- Are Career Professionals paid appropriately?
- Are Career Leaders given enough time?
- Why is the professional body not provided with adequate public funds?
- Money – why is it not getting into schools and colleges?
- Influencers – for too long by an organisation with no proven career background! (Gatsby) Why?

A strategy for improving careers education in schools

.. which could be incorporated into Phase 2 of the Careers Strategy from 2021

1. Reinstate the statutory duty and extend to age 18	DfE
2. Amend the Gatsby benchmarks to include both discrete and cross-curricular delivery	Gatsby
3. Prepare a new framework for career learning	CDI, CEC, Gatsby, DfE
4. Extend career hubs across the whole country and develop a structure to drive developments	DfE, CEC, LEPs
5. Continue careers leader training beyond 2020 <i>(650 places in 2020-21 and plans for further extension to 2024)</i>	DfE, CEC



A strategy for improving careers education in schools

6. Encourage providers of ITT to include an introduction to career guidance	DfE
7. Encourage all schools to include career guidance in their programmes of CPD	DfE
8. Promote the Quality in Careers Standard as an external validation of achieving all 8 benchmarks	DfE, CEC, Gatsby, Quality in Careers
9. Make development funding available to all schools, linked to a commitment to achieve Quality in Careers	DfE, CEC
10. Require schools to publish if they have achieved the Quality in Careers Standard	DfE
The CEC, Gatsby and the CDI to work together as equal strategic partners, with regular consultations with the DfE	



White paper - Skills for Jobs: Lifelong Learning for Opportunity and Growth

Commitments

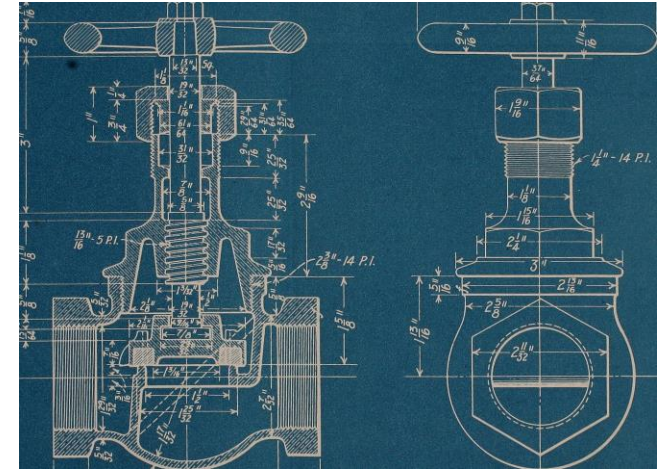
- Requiring schools to provide independent career guidance from year 7.
- Publishing updated statutory guidance for careers.
- Supporting and strengthening the 'Baker clause'.
- Continuing the rollout of the Careers Hubs.
- Investing in more training for careers leaders.
- Revamping the National Careers Service website.

Reviews and Future Plans

- Asking Ofsted to undertake a thematic review of career guidance.
- Seeking greater alignment of The Careers & Enterprise Company and the National Careers Service to create an all-age careers system.
- Increasing the focus on careers in teachers' training and professional development.

New Statutory Guidance

- Expected imminently
- Talk of little major changes
- May not be radical, but significant nonetheless



Reviewing Current Practice

- What are the aims, curriculum objectives and desired learning outcomes for career learning in the school/academy/college?
- Where is careers learning located in the curriculum?
- Is there sufficient curriculum time for career learning – does the careers programme provide learners with the opportunities to review and develop their career knowledge, skills, attitudes and experiences?
- How is students' career learning assessed, recorded and reported?
- Who teaches careers learning, what expertise do they have and what support/training/time do they get?
- What does your website say about your careers offer?

Why Bother?

To Communities:

- Increased participation
 - Less dissatisfaction
- Increased community cohesion
- Reduced crime/anti-social behaviour
- More positive communities
 - Better physical & mental health
- Reduced demand on services
- Reduced numbers of NEET

To Individuals:

- Raised aspirations & confidence
 - Increased motivation
- Awareness of real opportunities
- Understanding of relationship between own skills & labour market needs
- Improved career management skills
- Improved ability to progress successfully through key transition points
- Improved financial literacy
- Increased entrepreneurship

To Learning Organisations:

- Improved motivation
- Increased attainment
 - Better programme completion
- Sustainability

Benefits of High Quality

CEIAG

To Business/Employers:

- More motivated workforce
- Greater corporate responsibility
 - Staff committed to training
 - Better skilled staff
 - More creative staff
- Increased productivity
- Improved recruitment & retention
 - Sustainability

To the Economy:

- Reduced staff turnover
- Maximising & capitalising on talent
- Higher productivity/increased GDP
- Agile, mobile & flexible workforce
 - Increased entrepreneurship
 - More social enterprise
- Active retirement/dynamic Third Age
 - Reduced social welfare cost
 - Leveraging diversity

Why bother?

- Duty post covid to support learners.
- Qualifications aren't enough
- Employers need skills and work readiness
- The 'system' is failing learners
- Time for Careers and Wellbeing to take central stage!



*Empowering people to make
successful transitions and achieve
their career potential*

Thank you for listening



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