

## **Youth Policy: Careers Summit (Hemingford Grey House, Cambridgeshire, 14-15 February 2007)**

### **REPORT**

#### **Aim**

The aim of the Youth Policy: Careers Summit was to identify what the careers community should be seeking to achieve, in association with strategic partners, in order to assure the future of high-quality careers work for young people in England. Participants were reminded that a number of previous 'Policy Consultation' events had failed to implement key recommendations; therefore, the main challenge for this Summit was to agree a common agenda and to follow through with decisive leadership and action.

The Summit was sponsored by the Association for Careers Education and Guidance (ACEG), by igen Ltd (Leeds) and by the Institute of Careers Guidance (ICG).

#### **Objectives**

Its objectives were to:

1. Review and assess existing delivery models.
2. Consider the extent to which the Statutory Duty is being delivered and to assess action that might be taken in relation to this.
3. Develop new strategies for positioning careers work at the highest level.
4. Produce an action plan that makes explicit recommendations designed to enhance careers provision for young people.

#### **Participants**

The 29 participants are listed in the Annex, along with 10 invitees who were unable to attend but who asked to be kept in contact with the outcomes from the Summit.

#### **Context**

The current youth policy in England is for career information and guidance to be delivered to individuals as part of a holistic concept of 'information, advice and guidance', and for career education to be delivered within schools and colleges as part of an 'economic well-being' strand located mainly, though not exclusively, within the personal development curriculum.

At present, careers provision for young people is often planned and delivered as part of a broad range of services that help fulfil the Secretary of State's statutory duty of securing provision of career services for (i) assisting persons undergoing relevant education to decide what are suitable employments for them when they finish education, and what training or education will be required and available in order to fit them for those employments; and (ii) assisting persons finishing relevant education to obtain such employments, training and education



(Employment & Training Act 1973, amended in the Trade Union Reform and Employment Rights Act 1993). Under the Education Act 1997, schools are obliged to provide programmes of careers education (subsequently extended to cover Years 7-11), and to provide access to careers advisers delivering the statutory duty. Non-statutory frameworks for career education and guidance (CEG) and work-related learning (WRL), developed by the Qualifications and Curriculum Authority (QCA), seek to ensure that all young people can make well-informed decisions about their learning, personal development and work/lifestyle choices; linked to these, new programmes for economic well-being, which include careers education, are being developed for Key Stages 3 and 4 as part of the current secondary curriculum review. A number of voluntary quality kitemarks exist for career education and guidance (CEG) in schools.

By 2008 Youth Support Services (YSS), led by Children's Trusts, are to be established at a local level operating as 'commissioners of services'. Information, advice and guidance (IAG) services are part of these arrangements, and are to be quality-assured through new Quality Standards for Young People's Information, Advice & Guidance (IAG).

## Issues

However careers provision is delivered, the Summit identified a number of distinctive issues that need to be addressed if it is to be delivered to a high-quality standard. It is, for example, critical that:

- career information and guidance for young people is closely interwoven with career education and work-related learning programmes within the school and college curriculum;
- employer investment in upskilling the 'careers workforce' is further developed so that innovative, inspiring and intelligent provision can emerge now and in the future;
- the voices of young people, parents/carers, head teachers/principals, teachers/lecturers, guidance practitioners/managers and employers are heard and listened to in terms of their needs and their expectations on what constitutes effective careers work;
- local authorities (including 14-19 Strategic Partnerships) are supported by the careers/Connexions community in their efforts to make explicit 'core specifications' for Youth Support Services; and
- professional associations work more closely with each other and with the higher education sector in order to share findings from policy, research and practice, so that clear and consistent messages can emerge to better inform young people, parents/carers, policy-makers, employers and training providers on careers work in the 21st century.

Reference was made during the Summit to UNICEF's newly-published report which has highlighted significant variations across nations in young people's material well-being, their health and safety, their educational progress, and their family and peer relationships, and the low ratings of the UK in these respects. In the light of this report, it is timely to reflect on how best to use high-quality careers work as an important vehicle for empowering young people to better

understand the world of work and their potential to prosper and thrive within their community and within society as a whole.

The Summit aimed to address these distinctive issues, recognising that many of the responses to these issues must be related to the wider contexts within which careers provision is set. It noted the diffuse and fragmented nature of current provision within England, and the need for good practice to be identified and disseminated. It recognised that scope exists to make better use of current statutory requirements and non-statutory frameworks to drive up the quality and standard of careers provision for all young people. Finally, it identified and agreed new strategies for positioning careers work at the highest level, based on forging closer collaborative arrangements within the sector.

## **Recommendations** (endorsed by all participants)

### **1. Career education: continuing professional development (CPD) and innovation**

- 1.1 Programmes of career education and guidance (CEG) / economic well-being should be made 'statutory' and supported by a national certificate of continuing professional development (CPD) for career education, as in personal, social and health education (PSHE) for those managing and delivering such programmes.

**Action:** ACEG to take the initial lead on this, in association with ICG.

- 1.2 Those with responsibility for CPD programmes for teachers in schools and colleges need to further develop existing provision in terms of taking 'risks' to facilitate and ensure innovation and creativity within and across such programmes.

**Action:** ACEG to take the initial lead on this, in association with the ICG Careers Education Committee and other interested parties, e.g. higher education institutions.

### **2. Career guidance: continuing professional development (CPD) and innovation**

- 2.1 The possibility of developing a modular framework for initial training and CPD of career guidance practitioners and managers should be explored. This should be sufficiently robust to merit being endorsed by key professional bodies and embraced by employers. It might be extended to cover the careers field as a whole (including career education). As part of this process, the concept of 'Advanced Guidance Practitioner Status' should be tested, drawing upon models currently being developed by Careers Scotland and by the London Chartered Teachers Scheme.

**Action:** ICG/NACP/Careers England to take the initial lead on this, in consultation with FedPAG and other interested parties.

- 2.2 The possibility of setting up an 'Innovation Group' should be explored. Its



main purpose will be for careers / connexions employers to work more closely with the university sector to explore the potential for accessing fresh funding streams to support innovation in careers work. An initial meeting should be convened by to clarify possible terms of reference, potential activities and relationship to the needs of end-users. The group's first task could be to produce a register of organisations ready to support innovation in careers work.

**Action:** IER to set up an initial meeting with invited employers and representatives from higher education institutions.

### 3. All-age strategy

- 3.1 If there is to be a Youth Support Service and an Adult Skills and Careers Service, there must be an overall strategy (including co-ordinated procurement processes) to ensure that they work coherently together, not least to provide continuity of services between the ages of 14 to 24, on the basis that age and stage are not necessarily synonymous. Key elements of this strategy should include co-ordination and cohesion in relation to: quality management/standards; procurement and contract management; branding; tracking; engagement with all three sectors (public, private, voluntary/community); and qualifications both initial and CPD. All interested parties should work together in drafting this strategy and promoting it to Government and to Opposition Parties.

**Action:** ICG to take the initial lead on this by extending its existing plans to establish a Presidential 'Response to Leitch' Working Group. Key organisations represented at the Careers Summit will be invited to contribute.

### 4. Influencing influencers

- 4.1 Relevant professional and other bodies should develop a planned and co-ordinated strategy for making presentations to potential 'champions' (e.g. Lord Adonis).

**Action:** ACEG and ICG to take the initial lead on this, working closely with Careers England, ISCO and NACP.

- 4.2 The possibility of establishing an ongoing 'network' or 'forum' within the careers sector in England should be explored. Its aims should be to promote a simple message, i.e. 'what difference would better "careers" make to the individual, to communities and to the nation?' This would involve: (i) compiling existing evidence and identifying other metrics (beyond those that already exist) that need to be collected; (ii) identifying ways of resourcing the technical work involved; and (iii) defining and prioritising the stakeholders/influencers that should be targeted (at Government level, these might include e.g. the Department of Trade and Industry, the Treasury, and the Department of Health).

**Action:** FedPAG to include this as a main item on the agenda for the exploratory meeting involving a wider range of stakeholders, to the convening of which it is already committed.

*NB The organisations charged with taking initial action may or may not be the prime movers in what subsequently ensues. Any collaborative action may be in place of, or in addition to, initiatives taken by individual organisations.*



## ANNEX 1

### List of Delegates

Andrew Airey	Chief Executive (ISCO)
David Andrews	Senior Fellow, National Institute for Careers Education and Counselling (NICEC)
Professor Jenny Bimrose	Principal Research Fellow, Warwick Institute for Employment Research
Paul Chubb	Director and Professional Adviser, Careers England
Margaret Dane	Chief Executive, Association of Graduate Careers Advisory Services (AGCAS)
Jeffrey Defries	Chief Executive, Careers Research and Advisory Centre Ltd (CRAC)
Chris Evans	Chair, The Federation of Professional Associations in Guidance (FEDPAG)
Kieran Gordon	Chief Executive, Greater Merseyside Connexions Partnership Ltd & President, Institute of Careers Guidance
Hugh Hastie	Chief Executive, Connexions Derbyshire Ltd
Steve Higginbotham	Chief Executive, igen Ltd
Deirdre Hughes	Head of Research and Knowledge Transfer Unit and Director of Centre for Guidance Studies (CEGS), University of Derby
Jo Hutchinson	Deputy Director – Research, Centre for Guidance Studies (CeGS), University of Derby
Margaret Jones	HMI, Ofsted
Hayley Lamb	Researcher, Centre for Guidance Studies (CeGS), University of Derby
Dr Bill Law	Consultant and Senior Visiting Associate, Centre for Guidance Studies (CeGS) & Senior Fellow (NICEC)
Richard Longson	Head of Careers, Leicester Grammar School
Samantha Marshment	Project Contract Co-ordinator, Centre for Guidance Studies (CeGS), University of Derby
Nicki Moore	CEG Manager, Connexions Derbyshire Ltd
Marian Morris	Principal Research Officer, National Foundation for Educational Research (NFER)
Dr Rachel Mulvey	Head of Centre for Training in Career Guidance, University of East London
Siobhan Neary-Booth	Deputy Director – CPD, Centre for Guidance Studies (CeGS), University of Derby
Claire Nix	Development Executive, VT Careers Management
Christine O'Hara	Film Careers Co-ordinator, Skillset
Jenny Rudge	Chief Executive, Connexions Cornwall and Devon Ltd
Steve Stewart	Executive Director, Connexions Coventry & Warwickshire

Sylvia Thomson	Careers Education Consultant & Past President, Association for Careers Education and Guidance (ACEG)
Professor Tony Watts	Visiting Professor, Centre for Guidance Studies (CeGS), University of Derby
Alison Williams	Director of Children's Services Development, Prospects Services Ltd
Kath Wright	President, Association for Careers Education and Guidance (ACEG)

### Interested Parties

Annette Wiles	Policy and Research Manager, National Confederation of Parent Teacher Associations (NCPTA)
Dr John Dunford	General Secretary, Association of School and College Leaders (ASCL)
Martin Ward	Deputy General Secretary, Association of School and College Leaders (ASCL)
Chris Waterman	Executive Director, Association of Directors of Children's Services (ADCS)
Steve Munby	Chief Executive, National College for School Leadership (NCSL)
Gary Forrest	Strategic Manager, Qualification and Curriculum Authority (QCA)
Chris Humphries CBE	Director General, City and Guilds of London Institute
Steve Hoy	Chief Executive, Connexions Cheshire & Warrington & Chair, Careers Education & Guidance Working Group, National Connexions Partnerships
Paul Forbes	Independent Consultant, Leeds