Qdos Career Hub

The Akrill Review

Improving skills and career prospects for young people

Confidential Research 2015-2019
Widening educational choice and opportunity for young people, Manor is prepared to make a significant capital investment, without any cost to others, to establish ground-breaking centres for impartial career guidance. The Qdos Career Hubs will provide impartial Careers Education, raising aspirations and widening young people’s knowledge of study and work opportunities available to them. The Hubs will also benefit from 2 years of revenue funding from Manor.
Contents

1. Executive Summary 10
2. Context and Rationale 16
   a) Defining careers education and guidance - the service required
   b) A contemporary history of careers education and current statutory duties
3. Impact and challenges of current careers education in England 23
   a) National Context: education imperatives and fit with Manor’s educational proposals
   b) Economic and other imperatives for investment in careers education
4. What can the Qdos Career Hub provide that is absent in current careers education? 33
   a) The future of skills & employment
   b) National careers education imperatives
   c) Adding value to regional careers educational services
      - A case study in developing a regional hub for south Yorkshire
   d) What can we learn from international initiatives in careers education?
5. Developing evaluation criteria for determining impact of Qdos Career Hubs 47
6. Conclusions and Next Steps 51

Appendix
1. Referencing 59
Foreword by Paul Grainger

UCL Institute of Education

Since the Choice and Diversity (1992) white paper, introduced by John Patten in John Major’s Conservative government, which led to the 1993 Education Act, there has been a growing quasi-market in education, speedily for colleges which had been incorporated by 1993, and more gradually for schools, a process culminating in the present arrangement of Academies, UTCs, Free and Studio schools. Ofsted was also formed in 1992, establishing a tight regulatory regime, underpinning an increasingly severe set of targets and league tables, but also restricting discretion, further eroding democratic accountability through Local Authorities.

The outcomes have been mixed. For nearly 30 years competition for pupils and students has been open, and sometimes blatantly mercenary. On the other hand students, as clients, have moved centre stage, with institution competing through improved accommodation and open, welcoming reception facilities. Toilets are no longer neglected, bad teaching not tolerated.

Over this time as a whole standards, and retention in education, have risen, although recently both seem to have plateaued or even fallen back: see Rogers, L. and Spours, K. (forthcoming). The Great Stagnation of Upper Secondary Education in England: A historical and system perspective. To be submitted to the British Education Research Journal.

On the other hand, a new concept has crept in to the education lexicon. ‘Gaming’ is now a recognised phenomenon, schools manipulating league tables, and colleges, traditionally more altruistic in their promotion of social mobility, accused of ‘bums on seats’.

No area of the curriculum has suffered from institutional selfishness so much as Careers Education. Pupils find their level 2 qualifications ‘empty’ as the choice forced on them does not support decent progression. The subjects chosen for them do not lead to a chosen career. More able students are pressured to remain in the sixth form, and doors are closed against College staff wishing to promote their range of courses. Employers have no role in this system. Individual aspirations are shouldered aside by excessive competition to demonstrate high academic performance: employability is consequently neglected.

In this context the Akrill Review is timely. There has been a complete failure in careers education policy from the education side: we must welcome this initiative from Manor Property Group to support a fundamental educational need, and facilitate close employer links.
Endorsements

Steve Stewart OBE
Executive Director,
Careers England

As a nation we have consensus on what good careers support for young people looks like—The Gatsby Benchmarks. The evidence tells us we’re making slow progress towards them, the problem is our young people are growing up quickly and the economy is developing even quicker, that’s why the work of Manor and development of Qdos Career Hubs is so important. They are helping to accelerate progress.

Andrew Stevens
President and CEO,
CNet Training

As an employer, I am well aware of the difficulty to fill specific skills gaps. Many clients (including Microsoft, BBC, Sky, CBRE, Cisco) all face the same challenges – ensuring the ever-changing technology they use continues to meet demand and can be engineered and maintained by highly skilled, competent and certified staff. CNet is the global leader in technical education for the Digital Infrastructure Industry and we’ve had to develop new programs, certifications and education frameworks to ensure currency and excellence. Our industry is full of opportunities which didn’t exist 10-15, or even five years ago, and because of this many exciting opportunities are rarely understood or even known about by parents, teachers or careers advisors. We are working hard to change this, and this requires partnership with industry, and regional resources, including the Qdos Career Hubs proposed.

Young people arrive with handfuls of qualifications from school or college, but with very little idea about what to expect from employment. Yet we really can’t lay the blame on them. How can we expect school/college/university leavers to automatically be prepared for work when they have only ever been taught the National Curriculum? – and not only that – they haven’t been advised on the emerging career options available to them, in order for them to end up in the place that is right for them? We need employer-led creative solutions, like the Qdos Career Hubs, to support educators and help young people to make informed choices about their futures.
Philip Akrill

Philip was born in East Yorkshire, educated in Bridlington. He has been involved in the family owned companies since 1982.

A Structural/Civil Engineer, with an Honours Degree in Mathematics and Civil Engineering from Leeds University, Philip trained with Humberside County Council’s Engineering Department to become Chartered, holding the position of Section Engineer for a major highway bypass project, located on the outskirts of the historic town of Beverley.

Between his County Council role and joining the family business, he held the position of Marketing Salesperson with a local farm buildings supply company, to experience sales at the sharp end.

Since June 1982 he has worked with Manor, building the company’s reputation and profile from that of a builder/developer into a major North of England city centre trusted development company.
Who are Manor Property Group?

Manor Property Group (Manor) has 68 years of property development experience in retail, leisure, educational & residential, with a development portfolio with a current GDV of £850 million.

Family owned, Manor have a desire to create a heritage in building design, innovation and community impact, starting in Manor’s home region of East Riding. Manor see an opportunity to leave a legacy in the field of Career Guidance across the United Kingdom, with our Qdos Career Hubs and to fill a void, complementing not competing with existing national and regional services.
Introduction by Philip Akrill

What is the careers education imperative for Manor?

When I conceived the idea to invest in the design and build of Qdos Career Hubs, I had in mind the very practical issue that schools are not designed to prepare young people for work and life. They are institutions—sometimes quite old—which do not mirror the modern work environment or provide the same inspiration to young people as many modern museums, galleries or training and event spaces. With this in mind, I knew I could put my civil engineering and developer experience to good use if I applied this to the design of inspiring buildings that bring greater access and visibility of career opportunities to young people. As an employer, I could see the increasing skills shortages in my sector and the growing economic imperative to invest in careers education that debunked myths about the jobs available, many of which did not exist when I was training or guiding my children on their career journeys.

Through my passion for technology, working with Honeywell and Facebook, I wanted to improve access to technology that showcases our digital economy in action.

I’ve been struck by Professor Tristram Hooley’s definition of a career:
“Career is... the individual’s journey through life, learning and work. It is the place where the individual meets organisations and institutions. It is where individual psychology and aspirations meet social structure.”

Professor Hooley defines career guidance as requiring “individual and collective action.” In my home of south Yorkshire, youth unemployment is rising, with 18-24 year olds accounting for a third of all unemployment in the Humber region, with numbers having doubled in the last 10 years. Apprenticeship take up is low, with increasing vacancies, and there are growing skills shortages in key sectors, including health, professional services and manufacturing. My pragmatism and desire to help generations to come has led me on a journey of exploration.

I’ve researched current careers education policy, history and economic imperatives and looked to the international community for inspiration. It is evident to me that many countries (facing the same economic and social challenges as we do) have already invested in regional centres and technology to increase access and expert resource for careers education.

Why aren’t we?

When the international community (representing 33 countries and expert careers education organisations) came together earlier in 2019, they highlighted some common sense, underpinned by a heavy weight of evidence:
“The future is not fixed but is rather dependent on individual and collective decisions and actions. Moving to take up a new job, set up a new business, share parental leave, reduce the hours you spend in paid work, enrol in adult learning or leave school are all career decisions that have a profound impact on individual wellbeing and livelihood as well as on wider society. Because of this governments, societies, employers and educational organisations have an interest in supporting people to build good, productive and meaningful careers.”

The Government’s Careers Strategy states: “Children (and their parents) may also have fixed views about what kind of jobs might be suitable for them, so it is important to challenge these views before they become entrenched and ambitious, realistic aspirations encouraged instead.”

A national UCAS survey suggested that being certain about entering higher education by age ten or earlier means a child is over twice as likely to end up at a more competitive university than someone who decided in their late teens.

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3 International Symposium, organised and funded by Skills Norway, with the support of the International Centre for Career Development and Public Policy (ICCP) the Organisation for Economic Co-operation and Development (OECD), UNESCO, the European Commission (EC), the European Training Foundation (ETF) and the.

4 Published December 2017 entitled “making the most of everyone’s skills and talents”

5 UCAS (2016) Through the lens of students: how perceptions of higher education influence applicant’s choices
The Government’s Careers Strategy also states “There is a compelling case for increasing the opportunities for young people to meet employers. Research from the Education and Employers Taskforce shows that a young person who has four or more encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 22% more during their career.” Matthew Taylor’s recent review also recognises the importance of high-quality work experience and encounters at different education stages.

With all of this evidence and imperative to invest in careers education, the Government established the Careers and Enterprise Company (CEC) and the requirement for all schools and colleges to work towards the 8 Careers Education (Gatsby) Benchmarks. However, we know from the CEC that the national average attainment is less than 3 of the 8 Benchmarks, with a great deal of project-based regional investment. The Government requires that schools offer every young person at least seven encounters with employers during their education, with at least one encounter taking place each year from years 7 to 13. This is to ensure that all young people get a chance to engage with a wide range of employers, exceeding the four encounters demonstrated to have an impact on employment and earnings.

Who is better to lead this essential revolution in employer engagement than industry itself, starting with the right communal facilities to inspire and represent the modern work environment?

What is proposed by Manor?

Widening educational choice and opportunity for young people, Manor is prepared to make a significant capital investment, without any cost to others, to establish groundbreaking centres for professional technical education and impartial career guidance. The Qdos Career Hub will provide impartial Careers Education, raising aspirations and widening young people’s knowledge of study and work opportunities available to them. Pilot Hubs will benefit from 2 years of revenue funding from Manor (who would manage and govern the Hub).

Why have Qdos Career Hubs?

The Qdos Career Hub provides the physical infrastructure required to achieve the 8 National (Gatsby) Careers Education Benchmarks, starting in the Yorkshire, with recognition that the Careers and Enterprise Company (CEC) has reported that schools in the Humber achieved between 2.5 and 3.1 of the 8 National Careers Education Benchmarks.

Schools and colleges will have a natural bias to their own ‘in-house’ sixth form options and may not place emphasis on the growing work-based study options e.g. Degree Apprenticeships or technical training in colleges. How many 13 year olds will know about careers in cloud technology, cyber security or data analytics, and the routes to get there? Yet, they will make decisions about which GCSEs they sit at this age and shape their futures. Employers and university admissions officers don’t have the capacity to visit every individual school but could effectively commit to more efficient regional activity in a Qdos Career Hub.

The physical presence and modern facilities will provide a sustainable resource to support many generations to come with their future career planning, raising aspirations and opening minds to the many new opportunities. In our digital economy, the pace of change is vast, and we recognise that most careers do not correlate to the National Curriculum taught in schools or the Subject Specialists who teach them. Therefore, it is essential for industry to support future employee prospects with young people’s horizons in work-styled technologically advanced Hubs.

This paper plots the journey of my exploration through the national and international evidence supporting the economic and social benefits of careers education Manor proposes to invest in, as part of its legacy to our community and young people. It provides a clear rationale for investing in Qdos Career Hubs and considers how best to evaluate the impact of the regional pilots proposed.

6 Mann, A. et al. (2017) Contemporary Transitions: Young people reflect on life after secondary school and college
8 November 2018, State of the National Report, Careers and Enterprise Company
Executive Summary
Executive Summary

There is a long way to go to meet Government Careers Education Standards & Strategy

A raft of legislation has been introduced in the last decade to direct on duties to provide careers education to young people (notably, between 11 and 18). This has transferred responsibility away from central government and local authorities to individual education establishments, supported by the national Careers and Enterprise Company.

The referenced policy imperatives for England identify career development programmes as having a significant role in addressing many of the country’s most pressing challenges. Key issues include the need to address skills mismatch, skills shortages, engagement in STEM, increase productivity and adapt to the evolving world of work as a result of globalisation and technological advancement.

Imperatives for change

The world is changing rapidly so the way we look at education has to change, too. Yes, the responsibility for careers education is vested in the educator, but we need more shared, sustainable resources to ensure effective regional promotion of career opportunities.

It’s time to remove the postcode lottery
d by encouraging schools and colleges to work in partnership with employers, LEPs and developers to create career education models that are fit for the 21st century – supporting young people to make informed decisions about their future and inspiring them into great careers.

Good career guidance decreases shocks to the labour market which may arise from inadequate job matching and poor job signalling. This supports individuals to move into the most appropriate job for them. In addition participants in guidance programmes are more likely to progress to employment. For example graduates who had participated in career guidance programmes reported higher rates of both employment and (higher skill) graduate-level employment.

Innovation and investment is needed – with industry leading the way

The Qdos Career Hubs will need to work with national and regional educators and employers to:

1. Remove barriers to professional skills-based education, with CPD for educators/staff involved in Careers Education, and brokering employer/impartial career advice, including working closely with regional Enterprise Coordinators (ECs) who oversee the Enterprise Adviser Network and (virtual) Careers Hubs.

2. Define career pathways and study options in the region, highlight new sectoral opportunities and skills shortage sectors.

3. Engage inspiring industry leaders and companies (including brand names) to motivate and mentor students, defining what ‘work ready’ means.

4. Ensure that employability skills are led by employers.

5. Avoid the natural bias of schools and colleges to their own ‘in-house’ sixth form options, rather than growing work-based or technical study options.

6. Ensure 13 year olds know about emerging and growing careers e.g. cloud technology, cyber security, data analytics, healthcare, engineering, all skills shortages... and the routes to get there, when they’re making life changing decisions about GCSE options.

7. Provide employers and university admissions officers with a practical base for addressing students, by region, without the unrealistic expectation they have capacity to visit/accommodate hundreds of schools (in many regions) themselves.

8. Define success in terms of learners’ progression into higher education and into great employment/Apprenticeships.


10. Ensure facilities are sustainable in the long-term, to the desired impact.

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10 STEM – Science, Technology, Engineering and Manufacturing
15 CPD- Continuous Professional Development
16 See http://qdos-career-hub.com
Clearly, education is not just about progression to employment. Essentially, education moves from establishing basic literacies to establishing a civic entitlement to access to a wide range of knowledge and competencies. Then, at about age 14, employment specific skills are introduced and need to be more accessible, if not before, evidenced in a breadth of national research analysed in this Review.

- Ewart Keep argues that youth unemployment is brought about by a dysfunctional labour market
- Colleges of Technology are regional centres
- The rest of this section reads well (if we acknowledge that going to university is not a universal panacea, as you do later on) particularly the research around employer contacts
- Will Qdos tackle the issue of school institutional selfishness?

Manor has developed proposals aligned to national imperatives, legislation and policy, and local educational imperatives. The Qdos Career Hubs are the means to deliver new fast track career-led training/aspirational career guidance and thereby improve the long-term employability and economic prosperity of young people. They are supported by international use of careers education centres (e.g. in Finland and Norway) and industry investment (e.g. in Canada).

Supporting the first Qdos Career Hubs in Darwen and Melton makes sense

These regions have clear imperatives that demand better careers education services, including high youth unemployment, low take up of apprenticeships by young people, growing skills shortages and achievement of less than 3.1 of the 8 National (Gatsby) Careers Education Benchmarks in 2018 and a mean average of 3.2 out of the same 8 Benchmarks in 2019. \(^{17,18}\)

We need revolutionary careers and technical education

Manor has offered to fund the building of a striking, memorable, bespoke environments for impartial careers education activity.

Fitted to industry standards for modern work environments, they will incorporate flexible learning spaces and technology for national and international education and business engagement.

We will co-create permanent Qdos Education service propositions ‘made to measure’ for each region, complementing and adding value to existing regional careers and education initiatives in Blackburn with Darwen, East Riding of Yorkshire and key locations spread throughout the United Kingdom.

The Qdos Career Hub buildings will be able to support approximately 150+ school pupils per day, with Manor’s investment in private bus transport to support schools within 40 minutes to 1-hour travel time (for years 7 to 12, with a focus on school years 8, 9,10 and 11). This maximises a day in the Hub for school students, with potential to serve a whole year group of a large cross section of schools almost every day of the year.

The Qdos Career Hub would also benefit from up to 2 years of revenue funding from Manor (who would manage and govern the Hub) to effectively embed this in regional educational infrastructure.

Critically, taking on board the guidance the academic research and international referencing to best practice, Manor will propagate a multi-disciplinary approach and ‘one-stop shop’ to careers education services.

Our conclusion: we must invest to prosper

Project funding and short-term initiatives by national and regional government authorities will not have the sustained improved impact we need, to help young people improve their career prospects, with informed and wider choices.

MANOR SEES AN OPPORTUNITY TO LEAVE A LEGACY IN THE FIELD OF CAREER GUIDANCE ACROSS THE UNITED KINGDOM, WITH OUR QDOS CAREER HUBS AND TO FILL A VOID, COMPLEMENTING NOT COMPETING WITH REGIONAL EDUCATIONAL SUPPORT SERVICES.

\(^{17}\) Source: State of the National Report, Careers and Enterprise Company, November 2018 and State of the National Report, Careers and Enterprise Company, September 2019

\(^{18}\) https://www.careersandenterprise.co.uk/our-research/state-nation-2019
Context & Rationale
Context & Rationale

A

Defining careers education and guidance— the service required

This paper uses the Organisations for Economic Co-operation and Development’s (OECD) definition of careers education/guidance. The OECD definition makes it clear that career guidance refers to individual and group activities, online and onsite activities and education, counselling, world of work experiences and system development.

“Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers... The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services).”

Careers and work-related education (CWRE) describes the planned provision by schools, colleges and their partners to enable young people to learn about careers, learning and work so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others. In this paper, I use ‘careers guidance’ and ‘careers education’ interchangeably, as collective terms for the diverse services and activities required to support young people to make informed life choices and achieve their full potential. NB It is worth noting that the OECD definition of ‘careers guidance’ is referred to by the Department for Education in its guidance on the statutory duty.

I’m acutely aware of initiatives that tackle gender stereotypes and are aimed at encouraging more people into science, technology, engineering and maths-related careers. However, the truth is that most sectors and industries are evolving and require new skills and updated thinking on training and qualifications. This is why Manor is also considering investment in Qdos Technical Colleges— but this is not the subject of this research. In this paper, I have focused on understanding legislative requirements, current careers education services, gaps and economic and social imperatives requiring investment, which would benefit from industry-led work, such as my own.

B

A contemporary history of careers education and current statutory duties

Statutory Guidance

2011–2013— A focus on 11 to 18 year olds and independent careers guidance

The Education Act, 2011 changed the statutory duty to ensure that young people (under 19) in England have access to careers guidance. Prior to the 2011 Act the duty was placed upon the Secretary of State to ensure that a ‘careers service’ was provided for young people. That careers service was provided from 1974–1994 by Local Education Authorities; from 1994–2001 by contracted careers companies/providers under contract to the Secretary of State; and from 2001–2012 by Connexions Partnerships/Local Authority Connexions Services as part of their wider youth support service functions.
The Education Act, 2011 placed the duty to ‘secure access to independent careers guidance’ for their pupils and students upon schools (from September 2012 for pupils aged 14 to age 16), and then from September 2013 upon schools for pupils aged 13-18 and upon FE Colleges and Sixth Form Colleges for students aged 16-18.

The 2011 Act defined ‘independent’ in this way:

“Careers guidance provided to pupils at a school is independent for the purposes of this section if it is provided other than by:

(A) A Teacher Employed Or Engaged At The School
(B) Any Other Person Employed At The School”

The Act therefore required schools to be commissioners of careers guidance not providers of it (~that’s not to say they will not provide some of it, but the new statutory duty is to secure external careers guidance in addition to whatever a school provides internally).

In September 2012 local authority maintained schools became subject to a statutory duty to provide impartial careers guidance to pupils in years 9 to 11. In September 2013, the statutory duty on schools was expanded to cover pupils in school years 8 (12-13 year olds) to 13 (17-18 year olds). There have been other connected reforms, including the disbanding of the Connexions service at the national level, and the establishment of a National Careers Service (NCS)21 in April 2012.

The Department for Education has published statutory guidance (most recently updated in October 2018) for maintained schools on their duty to provide careers guidance.22

All academies and free schools are subject to a new duty to provide pupils with access to a range of education and training providers. Many academies and free schools are subject to the duty to provide independent careers guidance through their funding agreements, including those which opened from September 2012 and those which have moved to the updated funding agreement. Academies without the requirement are encouraged to follow the guidance in any case as a statement of good practice.

The statutory guidance provides the following overview the duty on maintained schools:

1. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

2. The governing body must ensure that the independent careers guidance provided:
   - is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
   - includes information on the range of education or training options, including apprenticeships and technical education routes;
   - is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

National Careers Service

The National Careers Service (NCS), launched in April 2012,23 provides people over 13 years old with information, advice and guidance on learning, training and work opportunities. The service offers confidential and impartial advice, supported by qualified careers advisers. NCS services may be provided face-to-face, via telephone or online.

The NCS website states that it aims to:

- help people with careers decisions and planning
- support people in reviewing their skills and abilities and develop new goals
- motivate people to implement their plan of action
- enable people to make the best use of high quality career related tools.

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21 https://nationalcareersservice.direct.gov.uk/home
22 Department for Education, Careers guidance and access for education and training providers, October 2018
23 Department for Business, Innovation and Skills, New National Careers Service launched, 5 April 2012
2014-2017 Additional support and national research

Development of the Careers and Enterprise Company (CEC), December 2014

On 10 December 2014, the then Education Secretary made a statement on preparing young people for work. She said that it was clear schools and colleges needed “additional support” and outlined additional steps the Government was taking in response, including the establishment of new careers and enterprise company for schools. The CEC operates procurement and funding of most careers education initiatives and research in the U.K.

It is designed to broker partnerships between schools, Further Education colleges and employers in order to give pupils aged 12 to 18 better access to advice and inspiration in finding a career.


This set out how the Government intended to approach careers guidance in the North of England:

“The government will work with the North to ensure that local priorities are fed into the provision of careers advice, so that it is employer led, integrated and meets local needs. This will involve joint working on the design of careers and enterprise provision for all ages, including collaboration on the work of the Careers and Enterprise Company and the National Careers Service. Where the government is piloting new approaches to careers advice and guidance, we will ensure areas in the North have the opportunity to be part of any trials taking place.”

Gatsby Foundation report Good Career Guidance, 2014 provided a range of international comparisons and discussed best practice in careers guidance and included visits to six foreign states or countries – Netherlands, Germany, Hong Kong, Ontario, Finland, and Ireland. The report sets out the results of these visits, and the relevant systems in place and includes the development of the ‘benchmarks’ that have since been adopted by the Government as parts of its Careers Strategy.

2018 to the present- new National Careers Education Benchmarks and regional support services

The Department for Education guidance to schools on fulfilling their statutory duty builds heavily upon the 8 Gatsby Benchmarks for “Good Careers Guidance”, and “strongly recommends” all secondary schools to work towards and achieve the national Quality in Careers Standard.

The 8 Benchmarks are:

• A stable careers programme
• Learning from career and labour market information
• Addressing the needs of each student
• Linking curriculum learning to careers
• Encounters with employers and employees
• Experiences of workplaces
• Encounters with further and higher education
• Personal guidance

The statutory guidance provides detail on these benchmarks and how schools can meet them.

From January 2018, Ofsted has been required to comment in college inspection reports on the careers guidance provided to young people.

24 HM Treasury, Northern Powerhouse Strategy, November 2016, p14
25 https://www.gatsby.org.uk/education/focus-areas/good-career-guidance
26 https://www.careersandenterprise.co.uk/our-research/state-nation-2019
28 Department for Education, New education and skills measures announced, 2 October 2018
Paragraph 20 in the Statutory Guidance states:

“20. Schools can gain formal accreditation of their careers programme through the Quality in Careers Standard – the national quality award for careers education, information, advice and guidance. The Standard offers an opportunity for schools to undergo an external evaluation of their careers programme and so is distinct from the Compass self-assessment. Work is continuing to align the Standard more fully to the Benchmarks and to incorporate Compass into its processes, so those schools achieving the Standard meet all eight Benchmarks. We strongly recommend that all schools work towards the updated Quality in Careers Standard, incorporating Compass, to support the development of their careers programme.

We have fully revised our national assessment criteria to incorporate the Gatsby Benchmarks and the Compass self-assessment tool. You can read more about this via the Guide to the Standard.”

The Department for Education has also issued revised guidance to FE Colleges and Sixth Form Colleges. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

THE CHALLENGE HERE IS THE LACK OF CONSISTENCY AND DUPLICATION OF RESOURCE BY EVERY INDIVIDUAL EDUCATION ESTABLISHMENT.

Jobcentre plus employment advisers: 14-17 year olds

In the Summer Budget 2015, the Government announced the creation of a new Jobcentre plus employment advisor role, working with schools and sixth-form colleges to help improve young people’s ability to find work. The provision, aimed at 14-17 year olds, started in Birmingham and then expand nationwide.

A measure to provide Jobcentre plus advisor support in schools across England to supplement careers advice, and provide routes into work experience and apprenticeships, had previously been announced alongside the Queen’s Speech in May 2015. Full rollout across England was to be completed by March 2017. It is difficult to establish the connectivity between this initiative and educators, with little evidence available of schools working with Jobcentre plus.

National criteria and quality standards for careers education

With over 1100 schools and colleges voluntarily working towards or holding the Quality in Careers Standard already, the Department for Education issued advice to every Head Teacher/College Principal and school/college governing body that the statutory duty on schools and colleges to secure independent careers guidance for pupils and students will be most effective when these three elements coexist in a school or college:

1. Its overall CEIAG programme is quality assured against the Quality in Careers Standard.

2. The school/college builds upon its internal programme by securing specialist careers advice and guidance services from an external provider, close to the labour market and therefore able to assist young people to make informed choices; such a provider should meet the accepted ‘industry standard’ for advice and guidance on learning and work, the ‘Matrix Standard’.

3. The externally secured provider of careers guidance should employ professional careers advisers who are occupationally competent to professional standards as determined by the Career Development Institute.

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32 CEIAG is Careers Education, Information Advice and Guidance.
33 https://qualityincareers.org.uk set criteria for the national quality award for CEIAG and Prospects (www.prospects.co.uk) and Career Mark (www.vomplete-careers.com) are examples of Licensed Awarding Bodies for the National Quality in Careers Standard, to assess and accredit schools, colleges and work-based learning organisations against the Standard- a set of criteria for best practice.
34 The Matrix Standard (https://matrixstandard.com) is another quality assurance standard for those delivering CEIAG. It will be important for Qdos Career Hubs to acquire accreditation for operation.
The Baker Amendment

This statutory amendment requires schools to allow proprietors of other educational bodies to “access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships.” It became law as section 2 of the Technical and Further Education Act 2017.

A body of national case studies have been built up, for reference to schools and colleges, to demonstrate how some of the good schools and colleges in the country are responding to their duty to ‘secure access to independent careers guidance’ for their pupils and students. However, the fact that schools and colleges are self-assessing their own performance to the National (Gatsby) Careers Education Benchmarks as a national average of 3 out of 8 let’s us know that reliance on individual education establishments requires some wider support and resources.

There is also a big question of enforcement- what are the consequences of not adhering to the Baker Amendment or not achieving all of the National Careers Education Benchmarks? There don’t appear to be any consequences for educators at present - but the detrimental impact on young people could be permanent.

The Government’s Careers Strategy (2017 to the present)

The current strategy has 4 main strands:

1. Provision of dedicated “careers leaders”

£4 million funding has been provided to “training and support” for at least 500 schools and colleges to train a dedicated careers leader. In October 2018, The Education Secretary announced this would expand to 1300.

The government’s aim is for every school and college to eventually have a designated careers leader, but it hasn’t said whether further funding will be available.

The CEC reference the role of Career Leaders:

“…every school and college needs a Careers Leader who has the energy and commitment, and backing from the senior leadership team, to deliver the careers programme across all eight benchmarks.

The Gatsby Charitable Foundation, Teach First and the Careers Development Institute identify the Careers Leader role to be a critical success factor for schools to deliver high quality careers and enterprise support. Career leadership pilots undertaken by Teach First also demonstrate how important it is to have a named lead individual in each school with the right capabilities, such as strategy development, management, networking skills and an up to date understanding of labour market information and new options like T levels.”

2. Careers trials in primary schools

These pilots have run in the government’s 12 social mobility “opportunity areas” and cost £2 million. Under the trials, ways of engaging younger children on the “wealth of careers available to them” have been tested in primary schools, with further announcements of investment in project funding for projects in primary schools announced May-August 2019.

3. One business interaction a year

Secondary schools will be expected to provide pupils with “at least one meaningful interaction with businesses every year”. This does to provide for a coherent programme of evaluation and self-development for young people.

There is a particular focus on employers from the science, technology, engineering and maths (STEM) industries, to “help deliver the high-skilled workers we need in these industries. However, the application and impact will depend largely on regional access to these employers or the technology to support interaction, which is largely not present in schools.

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36 https://schoolsweek.co.uk/dfe-pledges-career-related-learning-in-all-primary-schools/
37 https://www.careersandenterprise.co.uk/research/career-related-learning-primary-what-works
4. 40 new “careers hubs”

A £5 million scheme saw the first 20 virtual “careers hubs” set up across the country to link schools, colleges, universities and employers in 2018/19. A further 20 virtual “careers hubs” have been confirmed in 2019. The funding largely supports 2 activities: (i) Establishing a regional Careers Leader and (ii) provide for regional training and support activities for educators.

From virtuality to reality...

These virtual “careers hubs” are not to be confused with Qdos Career Hubs. They have no physical facilities or infrastructure and involve project funding for 2 years.

They are defined as follows:
“A Careers Hub is a group of between 20 and 40 secondary schools and colleges located in the same geographic area, working together, and with partners in the business, public, education and voluntary sectors to deliver the Gatsby Benchmarks and ensuring that careers outcomes are improved for all young people.” 39

By the end of 2020, the Strategy intends that all schools and colleges will have access to an Enterprise Adviser. Schools should also offer every young person seven encounters with employers, including STEM employers (at least one each year from years 7 to 13), with support from the CEC.

Impact of policy and legislation in careers education in England

The Careers and Enterprise Company State of the Nation Report, November 2018. 40

This is a pivotal report on the progress of careers education towards the national strategy. It was reported, together with wider scrutiny of progress, in House of Commons briefing paper on Careers Guidance in schools, colleges and universities 41 April 2019.

The State of the Nation Report 2018 sought to evaluate careers education in England. The report found that on average schools and colleges across the UK are achieving 2.13 of the eight Gatsby Benchmarks compared to 1.87 the previous year and 1.34 in 2014. It added that “when we look at sub-benchmarks (the components that make up each of the benchmarks), on average schools and colleges are 51% of the way to achieving all eight benchmarks.” 1% of schools and colleges were not achieving any benchmarks.

A further update— the State of the Nation Report, September 2019, evidenced some progress towards Benchmarks, with a larger number of schools and colleges participating in the survey. However, the overall, schools and colleges are still only achieving a mean average of 3.2 out of the same 8 National Careers (Gatsby) Benchmarks.

This is incredibly disappointing and shocking. It demonstrates that there is considerable work and investment required to ensure all schools and colleges are meeting these benchmarks. Moreover, it’s critical to be mindful that this data is based on self-assessment by individual educators and not independently verified data. Reliability is therefore a concern.

NB Careers Education in Higher Education

There are no statutory requirements around the provision of careers advice in higher education institutions (HEIs). Regardless of this careers advice and guidance is an important student service offered by all higher education institutions (HEIs). HEIs are autonomous bodies and all HEIs have their own careers service staffed by professionals who are trained in this area. The Association of Graduate Careers Advisory Services (AGCAS) is a professional association for HE careers practitioners, it provides advice to members and aims to develop best practice across the sector.

39 https://www.careersandenterprise.co.uk/schools-colleges/careers-hubs
Impact and challenges of current careers education in England
Impact and challenges of current careers education in England

National Context: education imperatives and fit with Manor’s educational proposals

There are so many reasons—both common sense and evidenced imperatives—why impartial, inspiring careers education is essential for all.

These include:

1. To improve young people’s access to the right impartial advice and experiences that raise their awareness and aspirations for work and life. Getting Ready for Work report (Ofsted, 2016) described “limited” chances for children “to take part in meaningful work-related learning or work experience” at key stage 4.

2. “We could not identify a positive impact of the National Careers Service on employment or benefit dependency outcomes.” Reported the Department for Education, in An economic evaluation of the National Careers Service, March 2017, p31.

3. The Government’s Careers Strategy, (December 2017) setting out a series of measures to be implemented 2018–20 to improve careers guidance in England, acknowledged a need for more independent information, advice and guidance for young people on the education and employment options and future opportunities available to them.

4. Provide a coherent regional support service for learners to be supported to all 8 Gatsby Careers Education Benchmarks. During Conservative Party conference in October 2018, the then Education Secretary, Damian Hinds, announced the expansion of careers guidance measures with emphasis on greater impact through regional co-ordination. The Careers and Enterprise Company’s State of the Nation report on progress (November 2018) stated that 900 schools and colleges are achieving only 2.7 out of the 8 National Careers Education Benchmarks (Gatsby Benchmarks).

5. We need to address the clear mismatch between the current national curriculum and predictions on future careers. From 3D craftspeople and renewable energy specialists through to pre-natal health planners and virtual architects, the future job market is hugely exciting and must be communicated properly to enthuse and inspire young people.

6. Acute skills shortages in the UK, recognised in the government’s Industrial Strategy (and required to inform Local Industrial Strategies) demonstrate the need for updated access to career opportunities and education pathways to get there. This can not be efficiently or effectively managed and replicated by each individual school and college.

7. The changing future of skills and employment, with many new careers and opportunities unknown to parents and educators. We are living in a rapidly changing world. Technology is hard to predict, but we know that it will affect all industries in a variety of ways – as will globalisation, sustainability and population ageing. Around a fifth of people are currently working in occupations that are expected to “shrink” by 2030. How many 13 year olds will know about careers in cloud technology, cyber security or data analytics, and the routes to get there? Yet, they will make decisions about which GCSEs they sit at this age and shape their futures.


8. Schools and colleges will have a natural bias to their own ‘in-house’ sixth form options and may not place emphasis on the growing work-based study options e.g. Degree Apprenticeships or technical training in colleges.

9. Employers and university admissions officers don’t have the capacity to visit every individual school but could effectively commit to more efficient regional activity in a Qdos Career Hub.

10. Substantial evidence on the positive impact of careers education on social and economic prosperity of individuals and communities (reported in the next section of this study).

11. Debunking the myth that a degree is a ticket to better employment and the need to better supporting career planning to include university options. In November 2015, City and Guilds published research on the career aspirations of teenagers and the realities of the job market. The report, Great Expectations, indicated that there is a widespread belief that studying for a degree will lead to a well-paid job and fulfilling professional career and whilst in many cases this is true it isn’t always the case. This misconception has led to a significant over-supply of graduates in the UK with recent piece of research by the CIPD stating that 58.5% of graduates end up in non-graduate jobs.

**Educational Purpose and Fit with Manor’s Proposals:**

**Creating regional infrastructure to support impartial route guidance to skilled employment**

The Qdos Career Hub will provide the physical infrastructure required to achieve the 8 (Gatsby) Careers Education Benchmarks.

Over the last year (July 2018–August 2019) Manor has met with, and discussed Qdos Career Hub and Technical College proposals with:
- The Department for Education (Skills/T level implementation) including the Deputy Director.
- The National Apprenticeship Service (NAS-leading industrial placement strategy and employer brokering) including the Head of Employer Readiness and Education and Skills Funding Agency (ESFA) colleagues.
- The Department for Education’s national policy team on Careers Education, including the Deputy Director.
- The Careers and Enterprise Company, including CEO and Director of Network.
- CEO of Careers England and the UK network of career service providers, including Prospects, Inspira and the Education Development Trust.
- The Gatsby Charitable Foundation, including the Director of Programmes and the professor who developed the 8 Gatsby Careers Education Benchmarks—now national policy.

Feedback from national officials on our Qdos Career Hub proposals has been positive, with notable reference to:

1. Qdos Career Hub providing the potential for sustainable expansion to the Careers and Enterprise Company 40 virtual Career Hubs. Manor’s Qdos Career Hub will provide physical infrastructure and technology to widen access and speed expansion.

2. The Qdos Career Hub could provide a regional support infrastructure—complementing individual career activities in schools, maintaining a cohesive journey of discovery for students. Hubs will be the ‘glue’ supporting Career Leaders and Enterprise Co-ordinators, providing a regional base to ensure consistent careers education, inform aspirational career choices. Our work is intended to complement and support what’s already done, with a regional programme of day visits and events, building and widening young people’s knowledge of opportunities, without any bias to retention of students in individual school sixth forms or colleges.

3. Drawing on the demands of our digital economy and changing industry landscape, Qdos Career Hubs could provide:
   a. Focus on career routes in growth sectors and skills shortages, aligned to the Government’s Industrial Strategy and initiatives, aligned to regional opportunities. 44
   b. Facilities for education providers to expand the learning opportunities for 16+ students as part of MATs45, colleges or other regional training infrastructure.

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44 A good example of regional priorities are set out in the Humber LEP’s ‘Career Escalator’ priorities.
45 MATs are Multi Academy Trusts—groups of schools governed and managed under one umbrella organisation.
THERE IS NO DOUBT THAT MANOR’S PLANS ARE ALIGNED TO THE NATIONAL CAREERS STRATEGY AND THE 8 GATSBY BENCHMARKS FOR CAREERS EDUCATION, AS WELL AS THE NATIONAL ‘TECHNICAL SKILLS’ AGENDA AND PRIORITIES.

Manor wants to ensure a ‘glove fit’ with existing major CEIAG projects and would ensure the infrastructure is in place to support regional initiatives too. For example, the Humber portal (Bridging the Gap) for CEIAG, drawing on labour market information (LMI) is a critical tool to identify career pathways to job opportunities in the region. In Melton, the Qdos Career Hub service would need to link to Progression Personal Advisers, the newly appointed local Careers Leader and Job Centre Plus, providing a regional base for the local Springboard programme, promotion of Apprenticeship opportunities and coaching support for enterprise development, for self-employment, linked to local bursary schemes.

The world is changing rapidly so the way we look at education has to change, too. Yes, the responsibility for careers education is vested in the educator, but we need more shared, sustainable resources to ensure effective regional promotion of career opportunities.

It’s time to remove the postcode lottery by encouraging schools and colleges to work in partnership with employers, LEPs and developers to create career education models that are fit for the 21st century – supporting young people to make informed decisions about their future and inspiring them into great careers.

Manor’s proposals support the National Planning Framework (Section 94) requiring that “Local planning authorities should take a proactive, positive and collaborative approach … to development that will widen choice in education.” Manor will reference this imperative in planning applications for regional Qdos Career Hubs.

Key political, social, economic and technological challenges impacting careers in the U.K.

The International Centre for Career Development and Public Policy and Skills Norway held their 9th international symposia on career development and public policy in June 2019. In preparation for this, all attending countries were asked to submit a paper on their challenges, innovation and priorities for careers education. The paper for England defined the 5 most important issues as:

1. Brexit – a lack of clarity for the future of the British economy and the workforce. There are specific concerns around skills shortages including the NHS, engineering, and construction.
2. Increased disparity of the working population with high levels of people in work poverty, student debt, a lack of decent work and specifically zero-hour contracts. This is likely to be exacerbated further by Brexit.
3. Vocational and technical education – an increased focus on employability through the introduction of new qualifications, apprenticeship which aim to make young people better ready for the workforce. There is a focus on re-training for adults but limited opportunities for adult education.
4. Access to lifelong career guidance – much of the public focused resource is focused specifically on deprivation and targeted priority groups. Web based resources are available to other citizens to support career development or career change. There is also a shortage of careers advisers to provide increased levels of support and to meet policy objectives.
5. Social mobility – increased policy focus to address this through Opportunity Areas, National Collaborative Outreach Programmes, Career Guidance etc.
The referenced policy imperatives for England identify career development programmes as having a significant role in addressing many of the country’s most pressing challenges. Key issues include the need to address skills mismatch, skills shortages, engagement in STEM, increase productivity and adapt to the evolving world of work as a result of globalisation and technological advancement.

In international referencing (published in June 2019) the U.K. government acknowledges the adoption of the Gatsby Benchmarks in relation to improving social mobility, constructed through research to establish what good guidance looks like, aimed to provide all young people with a strong foundation which will raise aspiration, enhance career informed decision making and ensure young people can maximise and create social networks.

This internationally publishes paper goes onto say:

“Career development practitioners are perceived as having access to and potential influence with individuals and to support the government in achieving highly needed economic and social change... The focus of career development programmes is to support social mobility and disadvantaged groups.”

The government asserts that support for young people has been de-centralised and focused on identified areas of need and deprivation. An example of this is the introduction of 12 Opportunity Areas in England aimed at improving social mobility for young people through education-based initiatives. Another example is the National Collaborative Outreach Programme is focused on supporting disadvantaged young people into higher education and to aspire to better opportunities. Whilst Manor sees benefit in targeted and prioritised support, to maximise impact of public funding, it should not be a postcode lottery for young people to receive a comprehensive careers education service. Moreover, a lot of public funding supports short-term projects to ‘kick start’ work, without the infrastructure or promise of long-term investment. Manor will analyse the outcomes of these critical targeted public services and draw lessons that will inform sustainable centres in regional hubs.

The Industrial Strategy (2017) clearly identifies career development as a mechanism contributing to reskilling people, increasing productivity, addressing social mobility, attracting people to STEM careers, encouraging people to remain in the workforce for longer and the establishment of technical/vocational qualifications and apprenticeship as viable alternatives to traditional higher education. The updated National Careers Service emphasises the importance of digital first and creating customer friendly tools that can support people to navigate their career journey more independently, thus, supporting customers to develop increased digital career management skills. However, it is limited to online and telephone guidance, narrow in scope.

This focus is reflected in the design and delivery of the National Careers Service. Young people in schools, colleges, technical and vocational training and higher education will have varying degrees of access to careers guidance. The State of the Nation Report by The Careers & Enterprise Company presents that schools and colleges in disadvantaged areas are serving communities well, (www.careersandenterprise.co.uk/stateofthenation). The introduction of the statutory guidance provides a policy driver for schools to deliver careers support. However, young people who are not in school or college may find it harder to access support. The National Careers Service offers telephone and online careers guidance for young people from age 13 onwards and face to face services for adults aged 19+. Although a universal service is available to all adults through telephone, web based and face to face, the nature of the funding focuses the provision on priority groups which include 18–24 years olds not in education, employment and training, low skilled adults, adults unemployed for more than 12 months, single parents, adults with special educational needs/disabilities and adults aged over 50 who are unemployed or at risk of unemployment.

51https://www.kompetansenorge.no/iccddp2019/key-outcomes/country-papers/
Fragmentation of the current careers education system in England is evident

Employers are increasingly focusing on career development and as such should not be forgotten. However, there is limited access to careers support for those in employment unless it is paid for by the individual.

The Careers & Enterprise Company is working with charity Youth Employment UK to do more work on taking account of the youth voice through the Youth Voice Census. Many youth representatives and research have asked for more support with exposure to employers, the workplace and guidance on new career opportunities.  

There is no formal structure which draws together the primary constituents delivering careers development services to young people, as the responsibility lies with schools and colleges. Elements of the sector are collectively within the responsibility of the Education Secretary (another change since the removal of the Minister of State for Apprenticeship and Skills in July 2019). These include information, advice and guidance, FE colleges, adult education (including retraining), NEET, Technical Education and Apprenticeships.

The sector is still perceived as somewhat fragmented, as reported by Robert Halfon MP, (Chair of the Education Select Committee) calling for an overarching entity to bring together the various funding streams and organisations currently involved in delivery of this area.

Although there is limited formal coordination, there are a number of examples which include:

- The National Retraining Partnership established as a result of the Industrial Strategy bringing together the Trade Union Congress, (TUC) the Confederation of British Industry (CBI) and the Government to steer and implement the National Retraining Programme which aims to drive adult learning and retraining in England.
- The Careers & Enterprise Company as already indicated draws together working alliances with the employers, Local Enterprise Partnerships (LEPs), Careers Hubs, Opportunity Areas and National Careers Service to try and establish more coherent working practices. In addition, they have recreated working groups such as the Personal Guidance Working group to support and inform developmental areas.

There is currently significant investment from The Careers & Enterprise Company on development work to support the implementation of the Gatsby Benchmarks such as the Personal Guidance Fund. This will be important in providing opportunities to invest in the development of new practice and to share it widely across the sector.

There is also an evolving focus on working with younger children (5-11) to understand the impact of career-related learning activities on their aspirations and personal development.

Manor will keep a watching brief on government funding and priorities and is working to the legislative requirements and National Careers Strategy to prioritise service provision, aligned to local imperatives and gap analysis.

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THE CURRENT FOCUS AND LEGISLATIVE DUTY IS FOR SUPPORT FOR SECONDARY SCHOOL-AGE PUPILS BUT THERE IS GROWING DEMAND FOR PRIMARY-BASED CAREERS EDUCATION.
Professor Hooley defined three approaches to career development:
• career crisis support;
• pre-emptive career support, and
• career management learning

The evidence Hooley gathered demonstrates that career guidance covering all three approaches can have substantial benefits for the economy by supporting individuals to enhance their capacities in ways that contribute to enhanced jobs, skills and growth.

One of the few economists to have examined the economic implications of career guidance is David Mayston (working with Deirdre Hughes). Their work explored how the impacts of career guidance might register as economic benefits and how they might be measured.56 Mayston’s papers provide a useful approach for quantifying the economic value of career guidance. Mayston begins from a presumption of a rational, knowable world and builds the argument for the value of ‘perfect’ careers guidance where careers guidance is able to correctly and comprehensively express abilities, skills and attributes in order to accurately advise individuals for or against a potential ‘career move.’ Mayston recognises that this “perfect” world is unlikely to be realised for a variety of reasons, but still uses it as a base assumption with the recognition that imperfections might reduce the impact.

Career guidance can support an individual to increase their knowledge, skills and capacity to manage engagement in the labour market. It does not simply provide expert advice about a difficult decision, but rather leaves its participants with enhanced human capital which delivers various economic benefits including aiding labour market flexibility and enhancing the skill base of the country. The Mayston article is important: positive outcomes occur at both the individual and societal level when an individual can make improved career choices and access high quality careers guidance. However, our critique of this suggests a slightly different conceptual model which is set out in figure 1. This model highlights the way that career guidance enhances individual capacities and then explores the way in which these work through the economy to impact on macro-economic outcomes.

54 Mann, A. et al. (2017) Contemporary Transitions: Young people reflect on life after secondary school and college– this provide some evidence that young people were less likely to be unemployed if they received effective, customise careers education, and is referenced as an imperative for employer engagement in the Government’s Careers Strategy, December 2017.
55 The Economic Benefits of Career Guidance Tristram Hooley and Vanessa Dodd (July 2015)
Figure 1 recognises that career guidance acts primarily on and for the individual. It helps individuals to make choices, to build their skills and to strategies their participation in learning and the labour market. This in turn leads to a number of primary economic outcomes such as increased labour market participation and an enhanced skills and knowledge base. The primary economic outcomes contribute to secondary outcomes and all of these outcomes work together to contribute to broader macro-economic benefits.

Professor Hooley states that Figure 1 conceptualises these economic impacts as essentially a linear hierarchy. In fact, the relationship is likely to be more complex with each of the levels of the model interacting with the others. So, for example improved health outcomes may also have an impact on decreased unemployment and increased labour market participation.
By creating local synergies across education at all levels and its business partners, ideally brokered by expert facilitators the pressure will be off the educators to ‘chase’ meaningless work links as local centres prioritise community building, creative thinking and place-making.

Appreciating the fast pace of change in working practices in our digital economy provides another imperative for business and industry leadership from Manor, to propagate practical and accessible employer-led careers education.

Pauline Tambling, UCL, Institute of Education “Future of Work and Education for the Digital Age”
What can the Qdos Career Hub provide that is absent in current careers education?
What can the Qdos Career Hub provide that is absent in current careers education?

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The future of skills & employment

Drawing on the Report of the Independent Panel on Technical Education, July 2016, p11; Department for Business, Innovation and Skills and Department for Education, Damian Hinds summarised the imperative for a different kind of education in his Technical Education Speech, Department for Education, 6 December 2018:

“Skills. Yes you need to invest in high-tech machinery and in the latest technology; but you still need people who are trained to use it. … In 2017, employers reported difficulties finding the right skills, qualifications or experience for 42% of skilled trades’ vacancies.”

Our country needs more computer programmers…more engineers…more electricians and chefs… We need more technicians in fields from advanced manufacturing to healthcare …construction to telecommunications.

In fact, around a quarter of all 16 year olds in the education system are essentially churning around – switching between course types, dropping back to lower-level learning, or repeating study at the same level.

According to the CBI, the biggest growth in jobs in the years ahead is expected to be in management and professional and technical roles – …And these roles will require the specialist skills which a higher technical training course could provide.”

In February 2018, the UK Commission for Employment and Skills (UKCES) reported:

“Although overall UK unemployment is down to around 6%, for young people, it remains high at 16.9%. The UK has German levels of adult unemployment but Eurozone levels of youth unemployment.”

It concludes:

“With 1 in 5 vacancies in the UK difficult to fill because of a lack of the right skills in the labour market, the importance of developing the skilled and experienced workforce of tomorrow cannot be overstated. Employers should be empowered to lead this agenda and open up their workplaces to more young people.

Employer leadership with the support of governments and educational institutions is vital to ensuring best fit between the skill requirements of the UK economy and the skills we are developing in our young people.”

IT IS EVIDENT THAT EMPLOYERS, LIKE MANOR, WITH THE EMPLOYER, DEVELOPER AND CONSTRUCTION EXPERTISE AS WE HAVE, CAN HAVE A BIG IMPACT BY CREATING REGIONAL HUBS FOR GREATER ACCESS TO EXPERT CAREERS EDUCATION, EMPLOYERS AND EXPERIENCE OF THE WORKPLACE.
National careers education imperatives and resources

The Gatsby Benchmark Toolkit provides signposting to a range of case studies and resources, mainly referenced to online resources and wider quality assurance frameworks. What is notable is the breadth of requirements needed to achieve each of the 8 Gatsby National Education Benchmarks for careers education and the fact that this may be led by a single Careers Leader in each school or college.

The best practice references the need to embed careers education in the context of the curriculum and work practices, which makes good sense for students to fully appreciate the application of their studies and wider work opportunities. However, most teachers are subject specialists—understandably, as this is a stipulation for most secondary education. The National Curriculum does NOT cover the depth and breadth of current and emerging sectors and employment opportunities and nor could it. With over 200 roles in healthcare alone, there is a need for infrastructure and resource that is more efficiently pooling support services for educators and learners to convey and inspire learners into growth sectors, skills shortages and emerging opportunities— for further study and work (including Apprenticeships).

School and college are fundamentally about preparing young people for their futures. However, the curriculum does not take account of future skills and employment prospects when they leave education. Whilst this is hard to predict, there are emerging trends, well reported and evidenced (referred to previously in this report, from the UKCES, CBI and DfE and NESTA). It’s the scale of change which provides Manor with the imperative to act now.

A good example is the summary findings from a report on future skills and employment in 2030. The key findings were:

- Around one-tenth of the workforce are in occupations that are likely to grow as a percentage of the workforce and round one-fifth are in occupations that will likely shrink.
- Education, healthcare, and wider public sector occupations are likely to grow while some low-skilled jobs, in fields like construction and agriculture, are less likely to suffer poor labour market outcomes than has been assumed in the past.
- The report highlights the skills that are likely to be in greater demand in the future, which include interpersonal skills, higher-order cognitive skills, and systems skills.
- The skills make up of different occupations are highlighted, together with how they be altered to improve the odds that they will be in higher demand in the future.

It is evident that the future workforce will need broad-based knowledge in addition to the more specialised skills that are needed for specific occupations. Young people making early career choices (e.g. through choosing their GCSE options at 13) need more information on these skills and emerging career routes which will exist when they are ready to look for work. This requires a co-ordinated approach, taking into account regional variations.

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59 https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1073_thegatsbybenchmarktoolkit_colleges_online3.pdf
The Gatsby Benchmark Toolkit signposts 10 ‘quick wins’ to improve careers guidance in schools:

1. Have a named person responsible for careers, a Careers Leader.
2. Complete Compass to evaluate your current provision.
3. Join the Enterprise Adviser Network and gain access to an Enterprise Coordinator, Enterprise Adviser and the career planning tool Tracker.
4. Update your website with information about your careers programme.
5. Start early, in year 7.
6. Engage all stakeholders including parents and employers.
7. Develop careers content in all subjects, not just Personal, Social and Health Education (PSHE).
8. Take advantage of labour market resources and make them available to all students and parents.
9. Provide all students with information on all routes.
10. Provide experience of workplaces for all students.

THIS RELIES ON EACH SCHOOL OR COLLEGE TO HAVE DIRECT ACCESS TO THE RESOURCES AND EXPERTISE TO UNDERSTAND THE LABOUR MARKET, HAVE A CURRENT KNOWLEDGE OF ALL ROUTES TO WORK AND FURTHER STUDY, NOT BE BIASED TO THEIR OWN SIXTH FORM/ FURTHER STUDY OPTIONS AND HAVE THE INDUSTRY LINKS TO PROVIDE EMPLOYER LINKS AND WORKPLACE EXPERIENCE.

How and why should this be replicated by each individual school and college in the UK?!

In September 2018, Manor’s Group Education Director was appointed as one of 12 advisers, on a new Advisory Group, Department for Education, to shape implementation of the education reforms we’re involved in. This includes working with representatives of Gatsby (careers education national benchmarks) and the CDI (national body for Career Advisor standards/training). Manor is therefore at the forefront of understanding, informing and consulting national authorities on how best to widen choices in education for young people.
Adding value to regional careers educational services

The question Manor has sought to answer is: How can the Qdos Career Hub improve sustainability of regional and national careers education?

Good career guidance decreases shocks to the labour market which may arise from inadequate job matching and poor job signalling. This supports individuals to move into the most appropriate job for them.61 In addition participants in guidance programmes are more likely to progress to employment.62 For example graduates who had participated in career guidance programmes reported higher rates of both employment and (higher skill) graduate-level employment.63

The individual outcomes described above have obvious benefits for the individual who increases their human or social capital or makes a transition to further learning or work. However, when aggregated together these individual outcomes also bring social and economic outcomes that are of interest to public policy. In particular, supporting career guidance activities leads to the following primary economic outcomes.64

1. increased labour market participation
2. decreased unemployment,
3. an enhanced skill and knowledge base, and
4. a flexible and mobile labour market.

Supported transitions

A final area in which career guidance can offer economically relevant benefits for individuals is by supporting smooth and rapid transitions to further learning and work. Transitions from education to work and from unemployment to work are fraught with challenges. Career guidance can help to smooth these transitions. When assisting with transitions, interventions work best when they are targeted and provided quickly after an individual drops out of learning or work; and when they focus on developing positive attitudes such as increased self-confidence and increased self-efficacy alongside practical support with recruitment processes.

Research by the Education and Employers Taskforce found positive correlations between employer contacts at school and an individual’s career confidence, their likelihood of being NEET and their salary suggesting that these positive effects are most likely to be explained by the increase in social capital enabled by employer engagement.65 It is worth mentioning the value of group guidance and “job clubs” in this context. Forms of career guidance which bring people together and allow them to share ideas and provide mutual aid have been found to be effective in both enhancing individuals’ social capital and in helping them to find work.66 This adds further weight to the value of a communal Qdos Career Hub.

Adding value to regional services: A case study in developing a regional hub for East Yorkshire

At the time of updating this report (August 2019) Manor’s work in Yorkshire is work in progress, following the outline planning submission to the local authority in East Riding in May 2019. A detailed educational case was developed, based on local needs, work opportunities and independent regional analysis of demand for support services.

The key areas for change in the Humber region: the Post-16 Area Review (report, August 2017) referred to a number of local imperatives, notably:

1. to increase the number of individuals with qualifications at levels that will enable them to secure and retain employment and enable progression

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2. to increase the number with high-level skills and qualifications and encourage graduates and those with higher level skills to live and work in the area
   - Manor is therefore focusing on Levels 3, 4, and 5 education, to bridge the higher-level skills and education gap.

3. to champion progression opportunities in skills shortage sectors including manufacturing, engineering and health & social care, including to replace older workers reaching retirement

4. to ensure opportunities for inward investment are maximised by employers having access to people with the right level of skills particularly in science, technology, engineering and maths (STEM)

5. issues around low attainment and low rates of progression to higher levels for learners in Hull, together with the lack of coherence in the local offer
   - Manor has therefore reviewed existing provision to ascertain gaps in provision and emerging new career routes.

6. to address rural access and inclusion issues ensuring that all learners have access to high quality learning environments and progression routes regardless of where they live
   - This has informed Manor’s decision to fund transport for school students to the Career Hub, for the first 2 years of operation.

7. a recognition that more needs to be done to increase the volume of apprenticeships being delivered by FE colleges as well as the breadth of higher and degree level apprenticeships.

8. The York, North Yorkshire, East Riding and Hull Higher Apprenticeships group to consider expansion to include Higher Education Institute membership.
   - Working with local employers and educators, Manor will focus on the career routes required, recognising the regional work in progress to support workforce planning, led by the Apprenticeship Group.

9. to increase the number of individuals with qualifications at levels that will enable them to secure and retain employment and enable progression

10. to increase the number with high-level skills and qualifications and encourage graduates and those with higher level skills to live and work in the area
    - Manor is therefore focusing on Levels 3, 4, and 5 education, to bridge the gap. This is not on offer in the career pathways proposed, within the immediate region. Schools are focused on A level provision and colleges offer broader general vocational diplomas.

11. to champion progression opportunities in skills shortage sectors including manufacturing, engineering and health & social care, including to replace older workers reaching retirement

12. to ensure opportunities for inward investment are maximised by employers having access to people with the right level of skills particularly in science, technology, engineering and maths (STEM)

13. the issues around low attainment and low rates of progression to higher levels for learners in Hull, together with the lack of coherence in the local offer
   - Manor has therefore reviewed existing provision to ascertain gaps in provision and emerging new career routes. Working with educational partners, Manor intends to focus on the priority STEM career pathways and ensure direct training routes into the growing local Apprenticeship vacancies in East Riding and the wider region.

14. to address rural access and inclusion issues ensuring that all learners have access to high quality learning environments and progression routes regardless of where they live
   - This has informed Manor’s decision to fund transport for school students to the Career Hub, for the first 2 years of operation. The Melton site is ideally located a safe distance from (but with easy access to) the A63, with access to all schools in East Riding within 45 minutes to 1 hour travel time.

15. a recognition that more needs to be done to increase the volume of apprenticeships being delivered by FE colleges as well as the breadth of higher and degree level apprenticeships.

16. The York, North Yorkshire, East Riding and Hull Higher Apprenticeships group to consider expansion to include Higher Education Institute membership.
   - Working with local employers and educators, Manor will focus on the career routes required, recognising the regional work in progress to support workforce planning, led by the Apprenticeship Group.
Feedback from the district councils included in the area review made the following points on college delivery:

- parents and young people lack an understanding of apprenticeship routes and the progression opportunities they offer to young people
- the colleges’ apprenticeship offer, particularly at higher levels, is currently limited

Other stakeholders consulted drew attention to:

- lack of independent and impartial information, advice and guidance (IAG), particularly on technical and vocational routes as an alternative to academic routes and higher-level opportunities relating to the visitor economy
- lack of clear progression pathways for vocational routes
- the opportunity for an increase in higher education provision delivered in FE colleges and the scope for growth in higher-level apprenticeships and degree apprenticeships and for more partnership work with local universities.

York, North Yorkshire, East Riding and Hull Area Review reported:67

Only 62% of learners in East Riding achieve 5 A*-C grades. Whilst this is just above the national average, it goes some way to explaining why “…Youth unemployment is a persistent issue and 18-24 year olds account for around a third of all unemployment in the area and numbers have more than doubled over the past 10 years.”

“An increasing proportion of young people are in receipt of out of work benefits, and the Humber now has the second highest incidence of youth unemployment of all 39 LEP areas in England. There is also concern that major new investors in the area may attract level 3 and 4 workers from existing SMEs/multi-nationals in the Humber or from further afield in the region.”

The Humber LEP Strategic Economic Plan (2014-20)68

shows that the Humber’s occupational profile is currently skewed towards lower skilled occupations though the situation improved between June 2013 and March 2016. Lower skilled occupations now account for more than 30% of all occupations across the LEP area compared with the national average of 24.6%. An additional 38,000 highly-skilled jobs would need to be created in order to match the national average density of highly-skilled jobs. Strategically “important sectors” for growth include creative and digital, engineering and manufacturing, and 50.3% of current employment concentrated across the four sectors of manufacturing, health, retail, and education, considerably higher than the national average of 39.8%. Priority sectors for the region are mirrored in The East Riding Local Plan sets out its plans for development up to 2029 (East Riding Council, 2016).

Other regional imperatives for changes to careers education services

Schools and colleges in the Humber LEP region achieved between 2.5 and 3.1 of the 8 national Gatsby Careers Education Benchmarks, on average. (Careers and Enterprise Company, State of the Nation Report, November 2018).

In October 2018, the Apprenticeship Working Group of the Humber LEP reported the “consistent high number of vacancies was highlighted as a concern and the group are currently considering how to approach this issue. In September there was an average of 63 in all sectors unfilled vacancies in Hull and 81 across the East Riding.”

Local education partnership and collaboration

Manor is drawing on lessons learned from Scarborough (designated as one of the first Opportunity Areas) to build young people’s knowledge and skills and provide them with the best advice and opportunities, including working with organisations such as the Careers and Enterprise Company, the Confederation of British Industry, the Federation of Small Businesses and the National Citizen Service. The model applied by Manor will see local partnerships formed with early years providers, schools, colleges, universities, businesses, charities and local authorities to ensure all children have the opportunity to reach their full potential.

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67 York, North Yorkshire, East Rising and Hull Area Review, Final Report, August 2017
Manor is committed to:

- **Regional innovation, based on internationally recognised practices:**
  Manor is prepared to establish ground breaking centres for professional technical education and impartial career guidance.
  - Manor will collaborate with educators and employers, and compliment the current education offer in the region, with distinctive, employment-driven new training routes for post-16 year olds.

- **Building on existing regional education working groups:**
  - Manor also sees great potential to work with the Humber LEP Apprenticeship Working Group, which has been re-aligned to work closely with partners in York North Yorkshire East Riding LEP (YNYER), including a workforce development toolkit which has been funded by ESFA, launched December 2018. Aimed at assisting employers with a more structured approach to workforce planning, this will greatly inform regional career planning and technical education.
  - Manor has sought and secured insight into best practice and imperatives from national policy, case studies, the Post 16 Area Review (Humber) including models in Scarborough and Westminster (cited as best practice by the All Parliamentary Group in their report, 2017).
  - Manor will work with the Humber LEP and the recently appointed Career Leader for the region, to target initiatives where they’re most needed.

- **Addressing social mobility and raising aspirations of young people,**
  Manor will ensure collaboration for both Careers Education and Technical Education supports progression routes to:
  - University degree
  - Degree Apprenticeships, work-based (growing)
  - Further Education
  - Internships & employment
  - Self-employment

This will require a regional infrastructure (and hence these physical infrastructures proposed by Manor) that support a framework of careers education and alternative training routes to complement the devolved structure of career guidance in local schools and colleges.
What can we learn from international initiatives in careers education?

In countries such as Austria, Finland, Germany, Scotland and Switzerland, careers education and guidance feature prominently in their education systems.69, 70

The challenge for Manor has been to identify international case studies where:

- There are similar economic and social imperatives to the U.K.,
- Source examples of effective and impactful use of careers education centres to inform developments.

Thankfully, the resources and case studies collated by Careers Norway and the International Centre for Career Development (ICCDPP)71 on Norway, Finland and Canada have provided a rich evidence base for Manor’s investment in physical Qdos Career Hubs.

In June 2019, around 150 career development leaders from across 33 countries headed up to the Arctic Circle for the ICCDPP Symposium on Leading Career Development Services in an Uncertain Future: Ensuring Access, Integration and Innovation.

The communiqué72 from the conference summarises the conclusions of the conference into 12 key points that can inform policy and practice in every country.

Key points from the communiqué are:

Addressing a changing context

1. Develop a cross-sectoral strategy for career development and embed it into wider skills, education, employment and social policies.
2. Strengthen quantitative and qualitative evidence on career development to support decisions about policy and practice.
3. Create mechanisms for sharing and learning from international policy and practice.
4. Ensure that career development programmes and services develop citizens’ ability to manage their own careers

Improving access

5. Increase awareness of, and access to, career development programmes and services.
6. Recognise the diversity of users of career development programmes and services and ensure that provision recognises this diversity.

Integrating career development into society

7. Establish mechanisms to support co-ordination and co-operation between government departments and agencies with responsibility for career development and associated fields.
8. Empower citizens to shape career development programmes and services.
9. Develop and resource a national body to support consultation and co-ordination in career development.

Supporting innovation

10. Provide resources to support innovation and space for piloting new career development programmes and services.
11. Adopt an integrated and transformative multi-channel approach to the delivery of career development programmes and services.
12. Ensure that career development professionals are highly trained and supported to continue to innovate and develop their practice.

69 OECD, 2015
70 https://adventuresincareerdevelopment.wordpress.com/author/pigironjoe/
71 https://www.iccdpp.org
THERE IS NO DOUBT THAT MANOR’S PROPOSALS COVER ALL OF THE CONCLUSIONS OF THE INTERNATIONAL COMMUNITY ON THE IMPERATIVE FOR “SUPPORT INNOVATION.”

Case Study of Norway

In 2019 Skills Norway will complete the development of a national, cross sectoral, quality framework. The process includes all stakeholders, and the aim is that the framework can serve as a tool for quality development and for governance.

The quality framework will consist of four elements:
- An ethical framework for career guidance
- Competency standards
- A model for career learning
- Quality assurance mechanisms

The Ministry for Education and Research has also given Skills Norway an assignment to lead the development of a national digital career guidance service in close collaboration with The Norwegian Directorate for Education and Training. The goal is to develop both a national careers website and an e-guidance-service.

Careers Norway have identified 5 key challenges, which resonate with the U.K.:

1. The Norwegian labour market has experienced continuous reorganization over the last decades. In the coming years technological advances, climate change, globalisation, changes in industrial structures, immigration and aging of the population will affect skills needs in all areas of employment. The rapid changes in technology and working life imply increased need for lifelong learning and lifelong guidance. Traditional jobs are disappearing, new jobs occurring, which means a need for new/other skills in the adult workforce and need for adjustments in the education sector to make sure young people get relevant education. The green shift: Norway’s economy is oil-based. Due to the green shift, there will be a pressure to make structural changes in a sector employing a lot of people.

2. The Norwegian labour market combines a high level of productivity with high employment rates and learning intensity. We have a high demand for a formally skilled workforce. It is therefore more challenging to get a stable job without any formal education in Norway.

3. Age wave: a drastic increase in the elderly population. An expensive welfare state must be financed by a smaller workforce, and there is a greater demand for employees with competence related to health issues for the ageing population.

4. During the past decade, the rate of employment of the population has decreased. The decline has been most pronounced among young men and for those with little formal education. In the highly productive Norwegian labour market, there are high skills requirements for entering into and remaining in employment. Many people with disabilities may also have incomplete qualifications, adding to the challenge of getting into the labour market. Being on the outside of the labour market also contributes to lower participation in learning activities.

5. Immigration: Immigrants are in need of upskilling before they can be fully integrated in the labour market. The skills level and the need for training vary greatly among immigrants in Norway. There is a need to recognise and utilise immigrants’ skills and provide opportunities for education. Many immigrants with high skills find it challenging to obtain recognition or complete their education in Norway. Other groups of immigrants have little formal education, little work experience and do not meet the requirements of the labour market in Norway. These groups need to receive training in basic skills and/or education and Norwegian language.
Key policy aims for career development programmes and services in Norway

Again, these policy aims resonate in the U.K., set by the Norwegian government:
1. Develop a high-quality lifelong guidance system
2. Improve the career guidance services to meet the needs and demands of the population when it comes to both quality and access
3. Develop a cross-sectorial national quality framework for the public career guidance services
4. Strengthen the public career centres to provide access to free of charge career guidance services for all adults
5. Establish a national digital career guidance service, including a high quality e-guidance service
6. Develop the career guidance services, including career learning opportunities, in schools – Widen access to career guidance for refugees and immigrants

At national level it is a challenge that there are two different ministries (The Ministry of Education and Research and Ministry for Labour and Welfare) and four different directorates (The Directorate for Education and Training, The Directorate of Labour and Welfare, Directorate of Integration and Diversity and Skills Norway) that (in different ways) are involved and in charge of career guidance services.

Norway has developed a so-called National Skills Strategy, signed by 5 ministries and 8 of the main social partners focusing, among other themes, on the importance of enabling people to make well informed educational and work-life choices. The strategy points at the importance of a well-developed career guidance system that gives adult access to career guidance. A National Skills Committee and a Skills Board has been established. Amongst other tasks, they are working on developing a better system for gathering, analysing and communicating labour market information/information about future skills needs. The project will focus on how to ensure that these analyses of future skills needs, are made available for career guidance practitioners and end-users in a way that is understandable and useful to them.

Norway has invested in 4 major research studies (with public access available to the studies in 2016) which includes conclusions that more work is required to raise awareness of where career guidance is available and signposts their regional career centres as a well-established resource, developed over many years, attuned to regional variations in services required. These are viewed as critically adaptive to the region (“municipal”) they serve. It is not about a single focus on individual or group guidance or directed activities. Labour market information plays a big part in directing the service offered, to support regional needs.

Case Study of Finland:

It is fascinating to note the greater volume of time and resource dedicated to careers education in many European countries and other large economies. In Finland, career education is a compulsory element in the curriculum, comprising 76 hours of scheduled activities in students’ timetables during classes 7-9. In addition, there is an entitlement for individual guidance and group counselling, and work-experience periods. In grades 1-6, guidance is embedded in the work of the classroom teachers. Since August 2016, in upper secondary level there is also 76 hours compulsory time slot for students in career education and the students are entitled to have access in career guidance one year after completing the upper secondary level education in the case they have not been enrolled to further education. In initial VET programmes there is one compulsory ECVET module on the development of lifelong career management skills. Each student is entitled for customised learning plan.

In order to promote active citizenship, inclusion and transition to employment, Finland has established new cross-sectoral One-Stop-Guidance centres (Ohjaamo-centres) which low-threshold and out-reached services. At the beginning of 2019 there were around 60 pilot centres in Finland. The service providers from different sectors (national and local employment services, youth services, career practitioners in schools, social and health professionals, and voluntary third sector) are very committed to this new cross-sectoral and networked service model.

34 http://www.vox.no/contentassets/e32bbaaca360e4a13aad23079a4f914b/karriereveiledning_behov_utbytte_betydning.pdf
35 https://www.escdpp.org/portfolio/finland-one-stop-guidance-centres/
The establishment of the One-Stop-Guidance Centres (Ohjaamo-centers) was a joint process with representatives of users and service providers. The centres collect online feedback from the users. The latest feedback of the Ohjaamo-centres is excellent. In autumn 2018, 495 young people from 30 different centres gave an average rating of 9.17 (scale of 4-10). In the open-ended questions their experiences where 96% positive. They felt they were able to participate in the decision making of their own lives.

Since the beginning of 2013, Finland has been focusing also on regional and local cross-sectoral developments linked to employment and education priorities, supported by co-operation on lifelong learning and lifelong guidance developments. The development, design and implementation of guidance services is co-ordinated by 15 regional authorities, ELY Centres (Centre for Economic Development, Transport and the Environment) which all have established regional lifelong guidance forums.

Privatisation process of guidance services

One major change during the last ten years is the differentiation of type of services and actors; including the increased role of private sector. A change from high standard professional public services towards more varied and flexible services. In addition to online career information, helpline and online self-assessment tools, there are national projects to develop new integrated digital services to support recognition of skills and lack of skills and to support continuous learning, matching tools for job searching, tools for multichannel career guidance.

Akin to practices in England, one key element in the education sector in Finland has been that funding of training/education organisations is partly based on results, including the completion of certificate (or part of it), graduate employment percentages and student feedback. All that has motivated organisations to offer better and more integrated career and guidance services.

The development of regional One-Stop Guidance Centres has turned out to be a success. The Centres, part of the Youth Guarantee, give support to young people under 30 in transitions and encourage them to remain in education and work. As well as official bodies, educational institutions and workshops, social rehabilitation and health services, the Centres’ wide collaborative network includes third sector organisations, voluntary organisations and other bodies that work with young people.

The Ministry of Employment and the Economy is building a common open-access platform (a Market Place) for recruitment and competence development services of the citizens. A long-term challenge in this national reform is the establishment of a multi-channelled integrated guidance system with a joint concept within both stand-alone online services and regional One-stop centres.

The Ministry of Education and Culture and the Ministry of Employment have a joint high-level working group focusing on the interoperability of existing and future e-Services for the citizens. The long-term goal is to develop multi-channelled career services for citizens as an integrated element of national e-Governance strategies. At the beginning of 2019 the employment sector and educational sector had still their own national systems.

A Case Study of Canada

Career development has been described by the Canadian government as “the adaptive strategy for how humans can adapt to the pressing challenges of our time.” (National Conversation on the Future of Work, Challenge Factory, 2018). Career Development Professionals have access to Canadians across diverse settings (e.g. schools, community agencies, post-secondary career centres, workplaces, treatment facilities, settlement programs and countless other locations) and can be a critical bridge connecting individuals with learning and work across the lifespan. However, the government recognise more work is required to ensure the impact of their work is clear and advocacy roles with respect to educational and labour market reform must be expanded.

Overall, the Canadian government reported increasing interest in career development at the federal level:
- The Prime Minister has established a Youth Advisory Council focused on improving futures for young people;
- The federal Department of Employment and Social Development Canada (ESDC) is renewing its Youth Employment Strategy;
- The input of career development professionals (CDPs) is regularly sought as there is growing awareness and interest in the role of career development as a lever for addressing priority issues (e.g., skills shortages/mismatches, improving student transitions, increasing labour market attachment of under-represented groups, promoting youth mental health and expanding competency-based learning and work-integrated/experiential learning).

Major Canadian employers are also beginning to see the value of career development. Notably, the Royal Bank of Canada (RBC, Canada’s largest bank), has committed to investing $500 million over 10 years in Future Launch to help youth succeed in the emergent labour market. RBC has trained young associates to deliver career development workshops in campus bank branches and has commissioned research and published a series of reports, including Humans Wanted: How Canadian youth can thrive in the age of disruption.

In many regional jurisdictions, there is an increasing focus on embedding career development for all students and there have been some policy advances77 and innovative programs and resources to support this.

While educational attainment remains high in Canada, many young people struggle in their transition to decent work and employers continue to identify significant skill shortages/mismatches. The future working life prospects for students is an increasing priority, as the emphasis is expanding beyond preparing students for post-secondary studies to a focus on preparing them to manoeuvre in a turbulent and unpredictable labour market. These shifts bring with them enormous potential for the role of career development to grow and exploration of development of regional careers education centres, building on some regional initiatives.

There is also a focus on broader skill development for young people. The Council of Ministers of Education, Canada (CMEC) endorsed six pan-Canadian Global Competencies:
- critical thinking and problem solving
- innovation, creativity and entrepreneurship
- learning to learn/self-awareness and self-direction
- collaboration
- communication
- global citizenship and sustainability

Although there have been a series of research studies demonstrating the positive impacts of understanding clients’ employability needs and providing needs-driven career development interventions (including pre-employability, self-awareness and career exploration), funding models continue to focus dominantly on training and employment outcomes. A new data management and reporting system (PRIME) is being tested to collect and report on a much richer range of client

Developing evaluation criteria for determining impact of Qdos Career Hubs
Manor is consulting experts in the field on the best methods and criteria for impact evaluation of Qdos Career Hubs. We recognise that we must measure the national and regional impact our Hubs have on our mission to improve the work and life prospects in our community and across the U.K.

Manor is also exploring the value of regional measures, like Humber Gold Standard\(^78\) providing for variation on the national Quality in Careers Standard. It is important to distinguish between:

1. Quality standards for delivery of careers education services (like the Humber Gold Standard) and
2. Impact evaluation criteria resulting from the provision of careers education services in a region, taking into account regional and national imperatives.

Manor is committed to development of impact evaluation criteria, for independent verification that the facilities provided improve the work and life prospects of young people in the region. We have discussed how to develop these criteria with potential regional and national partners. This could include the national criteria adapted from the regional Post-16 Area Reviews (2015–17):

- meets the needs of current and future students and employers (with consideration of the Gatsby National Careers Education Benchmarks)
- is feasible and generates financial sustainability
- raises quality and relevance of careers education provision (although measuring this with require qualitative analysis needing definition)
- achieves appropriate specialisation to meet regional needs.

Wider evaluation criteria, for consideration

**CEC Evaluating Criteria**

In addition to the Gatsby National Careers Education Benchmarks, The Careers and Enterprise Company\(^79\) put forward criteria to consider for evaluating the careers and enterprise plan, as follows:

- is the development plan complete, agreed and published?
- is there a stable careers plan in place, reflecting the needs of individual students?
- does activity-planning focus on The Careers & Enterprise Company’s What Works’ research and best practice?
- are regular Enterprise Adviser Network meetings taking place?
- is the programme impact-tracking for teachers in place and being evaluated?
- have I gathered direct feedback from students?
- are employer relationships sustainable and effectively managed?

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78 https://www.humberlep.org/skills/gold-standard/
79 https://www.careersandenterprise.co.uk/blog-category/evaluation
• is careers relevance embedded in curriculum subjects?
• is there an increased understanding of careers opportunities and needs (based on student choices/destinations)?
• is there consistency of guidance for post-16 vocational and academic routes?
• are parents/guardians aware of LMI and opportunities?
• from the age of 11, have pupils had at least one meaningful encounter a year with an employer?
• ensure Senior Leaders and governors review the programme
• feedback learnings and opportunities to Senior Education Leaders and use as the basis for planning the next academic year

An international model- Finland

Worthy of comparison to the Gatsby Careers Education, a new prototype for monitoring and assessment of career guidance services, “Working-life Relations Radar”, was implemented in 2014. An individual user can examine one’s own situation on eight dimensions which are identified as crucial elements in the transition to the working life. This assessment is carried out by the client at the beginning of the counselling process and a second time at the later phase of the process constitutes a basis for summaries of different client groups. This pilot proposes a new infrastructure for a longer term sustainable feedback mechanisms as a part of the overall national framework for quality development and evidence in vocational guidance.

In connection with the implementation of the Youth Guarantee Initiative Finland has published online national indicators\(^{80}\) to monitor the progress of the initiative (e.g. unemployment rates, placement, number of NEETs, well-being etc.). The municipalities can follow their progress using this national reference data.

Next steps

Manor will explore lessons to be learnt from Professor Sir John Holman, from his development of the Gatsby Benchmarks, from his international studies and from the Gatsby Foundation’s research in this field.

Manor has invested in a Group Education Director, and other education specialists, to develop a national roll out strategy and impact evaluation methodology. Independent evaluation will be used to verify the impact each Qdos Career Hub has in the community it serves.

Manor will also discuss recommendations with the Department for Education and regional stakeholders.

\(^{80}\) www.tietoanuorista.fi
Conclusions
Conclusions

1. There is a long way to go to meet Government Careers Education Standards & Strategy...

The Qdos Career Hub will need to work with national and regional educators and employers to:

- Remove barriers to professional skills-based education, with CPD for educators/staff involved in Careers Education, and brokering employer/impartial career advice, including working closely with regional Enterprise Coordinators (ECs) who oversee the Enterprise Adviser Network and (virtual) Careers Hubs.
- Define career pathways and study options in the region, highlight new sectoral opportunities and skills shortage sectors.
- Engage inspiring industry leaders and companies (including brand names) to motivate and mentor students, defining what ‘work ready’ means.
- Ensure that employability skills are led by employers, for example, signposting through Accenture’s national support programme.
- Define success in terms of learners’ progression into higher education and into great employment/Apprenticeships.

2. Innovation and investment is needed— with industry leading the way

Manor has developed proposals aligned to national imperatives, legislation and policy, and local educational imperatives. The Qdos Career Hubs are the means to deliver new fast track career-led training/aspirational career guidance and thereby improve the long-term employability and economic prosperity of young people.

3. Evaluation of impact depends on purpose set for the Career Hubs

This will require some regional variation, taking into account:

- Establishing a labour market watch. The “watch” will focus on identifying the skills and qualifications needed to adapt to technological change and work practices.
- Identify specific skill voids and inspire young people to fill them.
- Increase LMI skills of leads in careers education and support regional educators to convey future employment and career trends to young people.
- Strengthen links to industry for young people, supporting their recruitment.
- Support the employment opportunities of seasonal workers and cultural artists, ensuring that talent is not wasted.

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81 CPD - Continuous Professional Development
83 The following considerations are drawn from lessons in the Canadian careers education system and closely mirror expectations of the system in England under the current Careers Strategy, reiterated in international research: https://educationendowmentfoundation.org.uk/public/files/Publications/Careers_review.pdf
4. We must invest to prosper

Project funding and short-term initiatives by national and regional government authorities will not have the sustained improved impact we need, to help young people improve their career prospects, with informed and wider choices.

MANOR SEES AN OPPORTUNITY TO LEAVE A LEGACY IN THE FIELD OF CAREER GUIDANCE ACROSS THE UNITED KINGDOM, WITH OUR QDOS CAREER HUBS AND TO FILL A VOID, COMPLEMENTING NOT COMPETING WITH REGIONAL EDUCATIONAL SUPPORT SERVICES.

5. Ensuring sustainability and long-term impact

There are government-funded projects in careers education but these are short-term e.g.
- £2m announced 30/7/19 to fund 15 providers of projects in primary schools
- ‘Virtual’ Career Hubs (11/7/18) allocating £5 million over a two-year period to support training and a regional lead for educators and employers.

This project-based funding is propagating a postcode lottery in careers education.84
Manor will need to co-create permanent Qdos service propositions ‘made to measure’ for the region, in parallel with other regional initiatives.

A permanent physical Qdos Career Hub will...
- Avoid the natural bias of schools and colleges to their own ‘in-house’ sixth form options, rather than growing work-based or technical study options.
- Ensure 13 year olds know about careers in cloud technology, cyber security, data analytics, healthcare, engineering, all skills shortages... and the routes to get there, when they’re making life changing decisions about GCSE options.
- Provide employers and university admissions officers with a practical base for addressing students, by region, without the unrealistic expectation they have capacity to visit/accommodate hundreds of schools (in many regions) themselves.85

6. Supporting the first Qdos Career Hubs in Darwen and Melton makes sense

These regions have clear imperatives that demand better careers education services:
- Schools in Lancashire achieved an average of 2.3 of the 8 National (Gatsby) Careers Education Benchmarks in 2018. The national average is 3.1.86
- Schools in the Humber region are achieving between 2.5 and 3.1 of the 8 nationally required Careers Education Benchmarks.87
- Local youth unemployment is a persistent issue and 18-24 year olds account for around a third of all unemployment in the Humber region and numbers have more than doubled over the past 10 years. Apprenticeship take up is low, with increasing vacancies and a task group set up by the LEP to broker support.88
• In Blackburn with Darwen, over half of post 16 learners travel out of the region to study and there is a drive for regenerating the region to create and sustain greater regional employment.
• Local skills shortages (including health, manufacturing, and technology-related) are increasing, with a greater regional need for higher level skills in a broad range of sectors. Regional project funding is short-term. Whilst there have been some project investment by the regional LEPs, these provide catalysts to some career-related projects and sector-specialist work, rather than long-term investment. This provides for no evidence of sustained impact.
• In our digital, global, and fast changing economy, our young people need a broad range of skills and experiences. This includes clear education pathways to open their opportunities to enter new and growing industry sectors.

7. Manor could creatively broaden future national funding strategy

Worthy of note is the Commons Education Select Committee’s report on Education Funding (published 19th July 2019) called for a 10-year plan for education funding. Manor will be able to demonstrate new funding strategies, developed through our regional pilots, which could inspire creative national/regional future education funding plans.

8. We need revolutionary careers and technical education

Fitted to industry standards for modern work environments, they will incorporate flexible learning spaces and technology for national and international education and business engagement.

We will co-create permanent Qdos Education service propositions ‘made to measure’ for each region, complementing and adding value to existing regional careers and education initiatives in Blackburn with Darwen, East Riding of Yorkshire and key locations spread throughout the United Kingdom.

The Qdos Career Hub buildings will be able to support approximately 150+ school pupils per day, with Manor’s investment in private bus transport to support schools within 40 minutes to 1-hour travel time (for years 7 to 12, with a focus on school years 8, 9, 10 and 11). This maximises a day in the Hub for school students, with potential to serve a whole year group of a large cross section of schools almost every day of the year. Manor will need to consider issues of capacity and method to serve this wider age group.

The Qdos Career Hub would also benefit from up to 2 years of revenue funding from Manor (who would manage and govern the Hub) to effectively embed this in regional educational infrastructure.

Critically, taking on board the guidance the academic research and international referencing to best practice, Manor will propagate a multi-disciplinary approach and ‘one-stop shop’ to careers education services.
A coherent Careers Education service for learners must support achievement of all 8 Gatsby Careers Education Benchmarks and provide cohesion for regional service consistency.

Qdos Career Hubs could provide for sustainable expansion to the Careers and Enterprise Company 40 virtual Career Hubs. The Qdos Career Hub will complement individual career activities in schools, maintaining a cohesive journey of discovery for students. Hubs will be the ‘glue’ supporting Career Leaders and Enterprise Co-ordinators, providing a regional base to ensure consistent careers education, inform aspirational career choices. Our work is intended to complement and support what’s already done, with a regional programme of day visits and events, building and widening young people’s knowledge of opportunities, without any bias to retention of students in individual school sixth forms or colleges.

Manor is consulting regional stakeholders on current provision for 3 key types of activities featuring in national guidance and best practice:

1. **Self Development**
   - through careers, employability and enterprise education

2. **Careers Exploration**
   - learning about careers and the world of work

3. **Career Management**
   - learning how to develop career management and employability

Career Hubs will align activities to the National Curriculum, notably personal development, behaviour and welfare, and the careers of today and tomorrow. With a range of online business competitions and career exploration tools, Qdos Career Hubs will provide an insight to the worlds of work, further education and university.
10. Based on international case studies and national best practice, we will start with sample activity and customise to each region.

From regional discussions underway, potential services have been defined as follows:

<table>
<thead>
<tr>
<th>Personal Development</th>
<th>Students Years 7-9</th>
<th>Students Years 10, 11 and 12</th>
<th>Staff CPD</th>
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<tbody>
<tr>
<td>Knowing yourself: - Identifying strengths, opportunities &amp; aspirations</td>
<td>Takeaway digital toolkit and signposting</td>
<td></td>
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<tr>
<td>Life skills: Work tasters &amp; competitions</td>
<td>Follow up assignments to work on at school</td>
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<td>Getting the most from work experience</td>
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<th>Career Exploration</th>
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<td>Knowing the labour market</td>
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<td>Careers of today and tomorrow</td>
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<td>Are these real careers?</td>
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<th>University Options</th>
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<td>Know your options.</td>
<td>- Russell Group Universities</td>
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<td>What’s University like?</td>
<td>- Application process</td>
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<tr>
<td>- Study &amp; work options</td>
<td>- Bursaries</td>
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<td>- Living away from home</td>
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<th>Apprenticeships</th>
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<td>Know your options &amp; case studies - including Degree Apprenticeships</td>
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<th>Parent Guidance</th>
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<tr>
<td>All students visiting the Qdos Career Hub will take away a Parents’ Guide</td>
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<td>- options for progression in education &amp; work.</td>
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<th>Careers &amp; Networking Events</th>
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<td>Pathways – exploring options (with regional opportunities highlighted) e.g.</td>
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<td>- Careers in STEM day</td>
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<td>- Careers in our Digital Economy</td>
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<tr>
<td>- National Apprenticeship Week</td>
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<tr>
<td>- National Careers Week</td>
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11. The Qdos Career Hub will make use of a range of national resources and references including these key organisations:

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90 There are a range of free and online resources available, which includes the national Career Development Institute: [https://www.thecdi.net/useful-links/general-careers-information-and-advice](https://www.thecdi.net/useful-links/general-careers-information-and-advice) Manor will need to review regional systems in use and identify gaps which could be best filled with these independent and nationally endorsed resources.
Flexible facilities are required to service a wide range of activities and age groups.

Providing a hub for national and regional support services, educators and employers to work with young people, our goal is to ensure that, through career guidance and inspiration, we support 100% of students leaving for full time education, employment or training.

All visiting students will have access to the Qdos Ambassadors, for coaching 1:1 and group career support. Career Days could be tailored to curriculum-based projects, the Personal Development school programme, or focus on career/university options for key ‘decision times’ in the academic year. The facilities will be built to focus on secondary education support, based on statutory requirements, but will be built with potential for future use in, as national engagement and policy develops for this younger age group.

Conceptual diagrams of versatile space in the Qdos Career Hub

Qdos Career Hub days in the “Puzzle Hall” and adjoining space could include:
1. Speakers from the world of work
2. National Careers Service, labour market and the needs of employers
3. Virtual and real workplace visits and planning work experience
4. Work ‘taster’ events such as competitions
5. Careers fairs and career networking events
6. Further and Higher Education options and guidance
7. Access to creative online resources and labour market intelligence
8. Help with career management skills like CV building, job searches and job interviews.

Working with school-based careers advisers and the regional Careers Leader, this Career Hub will devise a programme of support which widens careers education for young people, harnessing technology unavailable in most schools, with a bespoke service for the region.
# NEXT STEPS

## Qdos Education Campus planning:

<table>
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<tr>
<th>Date</th>
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<tr>
<td><strong>August 2019</strong></td>
<td>Commence education proposition planning with potential partners, including analysis of current travel to learn patterns, LMI, economic growth, current careers education services and demand in newly identified regions— for additional Qdos Career Hubs. Consult national stakeholders on additional priority regions for careers education services. Develop ‘national’ universal toolkit for working with regional stakeholders on development of a Qdos Career Hub.</td>
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<td><strong>September 2019</strong></td>
<td>Further staged planning applications for proposed developments in Darwen and Melton.</td>
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<tr>
<td><strong>October 2019</strong></td>
<td>Group Education Director to commence impact evaluation analysis proposals, in consultation with national authorities.</td>
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<tr>
<td><strong>December 2019</strong></td>
<td>Conclude initial purchase plans for additional priority sites.</td>
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<tr>
<td><strong>January 2020</strong></td>
<td>Complete due diligence and secure partners for impact evaluation of Qdos Career Hubs</td>
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<tr>
<td><strong>July 2020</strong></td>
<td>Complete all operational budget for Qdos Career Hubs planned to open in 2021.</td>
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<tr>
<td><strong>September 2020</strong></td>
<td>Commence promotion (including release of prospectus) for all Qdos Career Hubs opening in September 2021 (TBC, subject to Planning)– aligned to local events, through 2021.</td>
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<tr>
<td><strong>November 2020</strong></td>
<td>Commence recruitment of key staff for education operations</td>
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<tr>
<td><strong>January 2021</strong></td>
<td>Complete draft service delivery planning for September 2021 start. Launch events in new centres Update briefings to local stakeholders, ahead of opening new centres.</td>
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<tr>
<td><strong>June 2021</strong></td>
<td>All staff in place for Qdos Career Hubs opening September 2021</td>
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Appendix
Referencing

Sub-Committee on Education, Skills and the Economy inquiry (2015-16)
The Sub-Committee on Education, Skills and the Economy, formed by members of the Education Committee and the Business, Innovation and Skills Committee, announced an inquiry into careers advice, information and guidance on 8 December 2015. In evidence to the Education Committee in September 2015, HM Chief Inspector Sir Michael Wilshaw described careers guidance as a “disaster area” in schools.

Getting Ready for Work report (OFSTED, 2016)
A November 2016 Ofsted report on enterprise education and work-related learning, Getting Ready for Work, described “limited” chances for children “to take part in meaningful work-related learning or work experience” at key stage 4.

British Chambers of Commerce survey (November 2015)
In November 2015 the British Chambers of Commerce (BCC) published the results of a survey stating that 69% of businesses did not believe that secondary schools properly prepared children for the world of work.
The announcement stated that there is “a mismatch between education leaders and businesspeople when it comes to careers guidance. Eight out of ten secondary schools believe they are effective at offering all types of careers guidance. However, all businesses surveyed thought careers guidance needs reform.”
The survey stated employers had made the following recommendations for reform:
- **Embed key skills for work in the curriculum.** The top five entry level skills that firms value most are communication (88%), literacy (69%), numeracy (64%), computer literacy (56%) and teamwork (53%).
- **Hold lessons around recruitment and interview techniques.**
- **Most businesspeople think schools should teach students how to conduct themselves in an interview (78%), demonstrate transferable skills (54%) and communicate lessons learned from work experience (46%).**
- **Put direct contact with local businesses at the heart of careers guidance.** Firms think careers advice should include workplace experiences (64%), encounters with employers and employees (62%), and link curriculum learning to careers (45%).

Great Expectations- City and Guilds report (November 2015)
City and Guilds published research on the career aspirations of teenagers and the realities of the job market. The report, Great Expectations, raised concerns of a bias towards university education amongst parents and educators:
- **Research indicated that there is a widespread belief that studying for a degree will lead to a well-paid job and fulfilling professional career and whilst in many cases this is true it isn’t always the case. This misconception has led to a significant oversupply of graduates in the UK with a recent piece of research by the CIPD stating that 58.5% of graduates end up in non-graduate jobs.**
- **The report also noted low prestige for careers advice amongst young people:**
  - Research indicated that careers advice is not seen as important by young people.
  - Just 5% said that a careers advisor would help the most in getting a job they would be satisfied with and when asked why they were thinking of a certain career, only 14% said that a careers advisor had recommended it. Respondents were also unable to recognise that good careers advice can help secure a great job. Only 8% of those surveyed agreed that a lack of good careers advice is a barrier to getting a good job.

DfE research brief: mapping careers provision in England
In July 2015 the DfE published a research brief Mapping careers provision in schools and colleges in England, which provides information from a survey on the type of careers guidance they provide.
All-Party Parliamentary Group report (January 2017)
In January 2017, the All-Party Parliamentary Group on Social Mobility published its report. The glass ceiling: Increasing access to the leading professions, which raised concerns about careers advice at school and university. The report described the quality of careers advice as “too varied, leaving young people unaware about steps to build a career especially in the most selective professions.”

Used national referencing of existing practice and imperatives in careers education.

Department for Education, Educational Excellence Everywhere, March 2016
Used for case studies.

HM Government, Building our Industrial Strategy, January 2017
Consulted for career strategy referencing and sectoral priorities.

Department for Education, Careers strategy: making the most of everyone’s skills and talents, December 2017
Consulted for careers education practices and imperatives.

Gatsby Foundation report: international comparisons
Some comparative information is available through a 2014 report published by the Gatsby Foundation, Good Career Guidance, which discussed best practice in careers guidance and included visits to six foreign states or countries – Netherlands, Germany, Hong Kong, Ontario, Finland, and Ireland.

Careers and Enterprise Company: State of the Nation reports 2018 and 2019
referenced throughout this research study, this report has also been used to inform regional priority areas for potential future Qdos Career Hub developments. https://www.careersandenterprise.co.uk/stateofthenation and https://www.careersandenterprise.co.uk/research/state-nation-2019

Why Employers Don’t Care About Qualifications, August 2019
referenced for employer needs and recruitment challenges.https://www.hepi.ac.uk/2019/08/14/why-employers-dont-care-about-qualifications/

Quality in Careers Standard
is the national CEIAG quality award primarily for England, referenced in this report and consulted to verify national standards for delivery of careers education. http://www.qualityincareers.org.uk

UCL Institute of Education
a) Research by Dr Rachel Wilde consulted, notably her 2017 study: Failing to deliver? Exploring the current status of career education provision in England https://iris.ucl.ac.uk/iris/publication/1212725/1
b) Research by Dr Tamjid Mujtaba consulted on Should we embed careers education in STEM lessons? https://iris.ucl.ac.uk/iris/publication/1198895/1
c) ASPIRES 2 (https://iris.ucl.ac.uk/iris/browse/researchActivity/18401 ) is the second phase of a ten-year longitudinal research project studying young people’s science and career aspirations. The project started on 1st February 2014, is based at King’s College London and is funded by the Economic and Social Research Council. The first ASPIRES study tracked the development of young people’s science and career aspirations from age 10-14 (from 2009–2013). We found that most young people, from primary through to secondary, find school science interesting. However, interest in science does not translate into post-16 participation and careers – with only 15% of 10–14 year olds interested in becoming a scientist. For further details, please see the ASPIRES report at the link below. The ASPIRES 2 project is continuing to track young people until age 18, to understand the changing influences of the family, school, careers education and social identities and inequalities on young people’s science and career aspirations.
e) The Nuffield Review of Education and Training (https://www.nuffieldfoundation.org/14-19review) with support from UCL Institute of Education, posed the question ‘what should an educated 19 year old look like in 21st century UK?’ Arguments that imply the education is simply economically functional will found on the rocks of the need to produce active civic participation and cultural engagement (~referred to by Paul Grainger- see Foreword to this Review).

**CDI- Career Development Institute**


**Warwick University**

Institute for Employment Research- for analysis of the labour market and different approaches required to careers education, for different social and economic purposes: https://warwick.ac.uk/fac/soc/ier/ngxr/efectiveguidance/improvingpractice/guidance-practice/


**Careers Guidance in Schools and Colleges: A Guide to Best Practice and Commissioning Independent Career Guidance Services, June 2018 states that:**

“Specifically, students need access to:

- comprehensive and up to date information on the full range of options in education, training and work, accompanied by information on the progression opportunities that follow from each of these options;
- timely and impartial advice and guidance;
- programmes of careers education that equip them to understand their strengths and interests, to make effective use of the information, advice and guidance provided and to develop their career management and employability skills. ”

**International reference material:**

- International Centre for Career Development and Public Policy symposium.
  - country and organisation papers which set out the current state of play in career development across the 33 attending countries and the key international bodies;
  - synthesis papers which draws together the findings under the four main themes of the conference; and
  - communiqué which summarises the conclusions of the conference into 12 key points that can inform policy and practice in every country.

**University of Derby**

**International Centre for Guidance Studies**

- https://www.derby.ac.uk/research/about-our-research/centres-groups/icegs/
Regional reference material and case studies

Yorkshire:
- Case Study: Batley Girls High School and SFC
- Case Study: Broughouse High School, Calderdale
- Case Study: Brooksbank Academy, Calderdale
- Case Study: Dales School, North Yorkshire
- Case Study: Kirklees College
- Case Study: Ravenscliffe High School

North west:

West Midlands:
- Case Study: The Meadows Special School
- Case Study: Birches Head Academy
- Case Study: Braidwood Special School
- Case Study: Hillside Primary School and Stoke on Trent Council
- Case Study: Ormiston Horizon Academy, Stoke on Trent
- Case Study: The Discovery Academy

Additional national toolkits, frameworks and blueprints for careers education

- The career management skills framework developed by the LEADER project is grouped around five main areas: personal effectiveness, managing relationships, finding and accessing work, managing life and career, and understanding the world
- A guide to the Learning and Skills Improvement Service (LSIS) blueprint for careers and its implementation, published in 2012, provides a framework of career competencies for England derived from earlier versions in North America and Australia
- The career adaptabilities scale (Savickas and Porfeli, 2012) focuses on the four significant psychological resources (concern, control, confidence and curiosity) that students need when managing career choices, transitions and events in their lives
- The Careers & Enterprise Company’s What Works research comprises literature reviews focusing on impact and building on what is effective, e.g.:
  - The evidence base for careers websites. What works?
  - WorldSkills UK competitions
  - MOOCs, e.g. the Open University’s Open Learn, and Future Learn
Additional STEM resources include:

- Prospects Educational Resources – online catalogue

Research by “Education and Employers”

A national charity [https://www.inspiringthefuture.org](https://www.inspiringthefuture.org) including:

- Young people who take part in careers activities such as jobs fairs and job shadowing are more positive about schooling and its helpfulness in adulthood (2016, 2017)
- The more young people encounter employers whilst in school (4 or more often being cited), the more they earn and the lower their chances of becoming NEET as young adults (2013, 2014, 2016, 2017)
- Structural changes in the operation of the youth labour market are making employer engagement more important for young people (2016)
- Independent schools have extensive links with employers and use those ties to give students advantages in their transitions out of school e.g. university admissions (2012)
- Evidence suggests that employment gains are more due to enhanced social capital and career knowledge than enhanced employability skills (2014)
- Those young people who have most to gain from employer engagement currently have least access to it (2017)
- There is a positive relationship between the number of employee contacts that a young person recalled receiving while at school and their eventual decision to embark upon an apprenticeship (2018).
- Drawn together existing literature assessing the skills and behaviours young people need to find work, and then thrive once there (2019).

Taking the best of international practice to improve the career aspirations and opportunities of young people in the UK.
Here's a page for any relevant notes you wish to make or follow up on
MANOR
PROPERTY GROUP

68 years of property development experience

Sheffield

Newcastle

Glasgow