Committee for Employment and Learning

Inquiry into Careers Education, Information, Advice and Guidance in Northern Ireland

Together with the Minutes of Proceedings of the Committee relating to the Report, the Minutes of Evidence and Written Submissions

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Report: NIA 141/11-15 Employment and Learning Committee

REPORT EMBARGOED UNTIL COMMENCEMENT OF THE DEBATE IN PLENARY

Mandate 2011/15 First Report

Remit, Powers and Membership

The Committee for Employment and Learning is a Statutory Departmental Committee of the Northern Ireland Assembly established in accordance with paragraphs 8 and 9 of the Belfast Agreement, Section 29 of the Northern Ireland Act 1998 and under Standing Order 48 of the Northern Ireland Assembly. The Committee has a scrutiny, policy development and consultation role with respect to the Department for Employment and Learning and has a role in the initiation of legislation.

The Committee has power to:

- consider and advise on Departmental budgets and annual plans in the context of the overall budget allocation;
- approve relevant secondary legislation and take the Committee stage of relevant primary legislation;
- call for persons and papers;
- initiate inquiries and make reports; and
- consider and advise on matters brought to the Committee by the Minister for Employment and Learning.

The Committee has eleven Members, including a Chairperson and Deputy Chairperson, with a quorum of five. The Membership of the Committee since 1 September 2012 has been as follows:

Mr Robin Swann (Chairperson)[1]
Mr Thomas Buchanan MLA (Deputy Chairperson)

Mr Sammy Douglas MLA[2]
Mr Phil Flanagan MLA[3]
Mr David Hilditch MLA[4]
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Mr David McClarty MLA[5]
Ms Bromwyn McGahan MLA[6]
Mr Pat Ramsey MLA
Mr Alastair Ross MLA[7]

1. Mr Swann MLA replaced Mr Basil McCrea MLA as Chairperson of the Committee on 27 February 2013
2. Mr Douglas replaced Mr Sydney Anderson on 11 February 2013.
3. Mr Flanagan replaced Ms Michelle Gildernew on 10 September 2012.
4. Mr Hilditch replaced Mr David McIlveen on 1 October 2012.
5. Mr McClarty replaced Mr Jim Allister on 9 September 2013
6. Ms McGahan replaced Mr Barry McElduff on 21 January 2013.
7. Mr Alastair replaced Mr George Robinson on 28 January 2013.

Abbreviations

ALFP	Adult Learner Finance Project
BEPs	Business Education Partnerships
CAFRE	College for Agriculture, Food and Rural Enterprise
CAS	Careers Advisory Service
CASS	Curriculum, Advisory and Support Services
CBI	Confederation of British Industry
CCEA	Council for the Curriculum, Examinations and Assessment
CCS	Creative and Cultural Skills
CEIAG	Careers Education, Information, Advice and Guidance
CPD	Continuing Professional Development
CWE	Charter Work Experience
DARD	Department of Agriculture and Rural Development
DE	Department of Education
DEL	Department for Employment and Learning
DETI	Department of Enterprise, Trade and Investment
EGSA	Educational Guidance Service For Adults
e-ILP	Electronic Individual Learner Programme
ELB	Education & Library Board
ETI	Education and Training Inspectorate
EU	European Union
FE	Further Education
HE	Higher Education
IAG	Information, Advice and Guidance
ICT	Information and Communications Technology
IET	Institute of Engineering and Technology
JSA	Job Seekers Allowance
LLW	Learning for Life and Work
LMI	Labour Market Information (Intelligence)
LMII	Labour Market Intelligence and Information
LSIS	Learning and Skills Improvement Service
NAHT	National Association of Head Teachers
NEET	Not in Education Employment or Training
NIACRO	Northern Ireland Association for the Care and Resettlement of Offenders
NICCY	Northern Ireland Commissioner for Children & Young People
NICS	Northern Ireland Careers Service
NISCA	Northern Ireland Schools & Colleges Careers Association
NISP	Northern Ireland Science Park
NISSCN	Northern Ireland Skills Sector Council Network
NUS-USI	National Union of Students – Union of Students in Ireland
OECD	Organization for Economic Co-operation and Development
Ofsted	Office for Standards in Education, Children's Services and Skills
OS	Occupational Studies
QUB	Queens University Belfast
SEC	School Employer Connections
SERC	South Eastern Regional College
SSC	Sector Skills Council
STEM	Science, Technology, Engineering and Mathematics
UCAS	Universities and Colleges Admissions Service
YENI	Young Enterprise NI

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Executive summary

The initiation of this Inquiry came from the Committee for Employment and Learning's concerns regarding the structure and effectiveness of Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland. These concerns were triggered by briefings from a number of organisations which highlighted issues with how CEIAG is taught in schools and colleges.

The Committee also had concerns regarding the perceived lack of a co-ordinated approach to careers and its place in the wider economic development of Northern Ireland and questioned how it can be that, simultaneously, there can exist, both a large number of young people leaving education with little prospect of employment alongside claims from industry that Northern Ireland is facing a skills shortage which is jeopardising future growth.

At its meeting on 4 July 2012, the Committee agreed the Terms of Reference for the Inquiry and wrote to a list of 65 Key Stakeholders requesting written evidence to the Committee. In all 41 organisations provided written submissions to the Inquiry and 28 provided oral evidence.

In addition to the written and oral evidence, the Committee undertook a number of study visits to learn of the practical application of careers education, information, advice and guidance and supplemented this with a large scale survey of; those in year 12 in schools, in colleges, at university, and those young people that have left school and are not in education or employment. The Committee was overwhelmed by the response to this survey which reached 8428 responses across all four groups and the Committee is incredibly grateful to those who took the time to respond.

In acknowledgement that responsibility of CEIAG lies jointly between the Department for Employment and Learning and the Department of Education the Committee made all the papers relevant to the Inquiry available to the Committee for Education and began the Inquiry with a joint briefing from both the Departments.

The Department for Employment and Learning, through partnership agreements between its Careers Service and post primary schools, supports the schools' careers education programmes by providing impartial careers information, advice and guidance while the Department of Education takes the lead in relation to the delivery of CEIAG in schools. In relation to Further Education the Colleges have individual responsibility for the allocation of resources and the integration of CEIAG in the curriculum. The Universities in Northern Ireland are individually responsible for the delivery of CEIAG.

Of particular note to the Committee was that there is a wide range of organisations involved in the provision of CEIAG; from schools, businesses, the Careers Service and the different Sector Skills bodies etc. and that many of these organisations are funded by Government and sometimes offer conflicting information.

During its inquiry, the Committee was provided with written and oral evidence from the various organisations that manage and deliver careers education, information, advice and guidance in Northern Ireland including from the two Departments with dual responsibility; the Department for Employment and Learning; and the Department of Education. Set out in Section 2 of the report is an outline of the various policies, strategies, structures and delivery mechanisms for careers provision.

The evidence considered by the Committee has provided it with a range of views on CEIAG which can be categorised into a number of main themes. Firstly, a range of criticisms of Careers delivery, secondly, ideas and recommendations for how to make the system better, thirdly, a number of organisations have signposted the inquiry to models of good practice, and

fourthly, finance and resource issues. Each of these areas is dealt with in turn in Section 3 of the report.

In conclusion, there is much to praise the CEIAG in Northern Ireland for; the individual teachers and advisors who work tirelessly to advance the horizons, aspirations and prospects of those looking for help; the schools, colleges and universities that have widened out their visions for those who come through their doors, beyond the passing of the next exam to moulding individuals who are work ready, who have a focus and a confidence for where they see themselves in 5 and 10 years.

However throughout this report there is an abundance of information pointing to:

- both systemic and specific examples of poor careers provision;
- evidence of inconsistency in careers provision across Northern Ireland;
- evidence of a lack of information and that what information is available is difficult to digest;
- suggestions that schools and colleges, to protect their own enrolments, do not advise students of the full range of options available to them; and
- a lack of joined up thinking across the education and employment sectors to have a workforce ready for the economy of tomorrow.

Throughout the report a range of recommendations have been made relating to the evidence received by the Committee. These recommendations are listed below, not in the order they are found in the body of the report but in categories of related recommendations on specific areas and the page numbers have been included to reference them to where they fall in the report.

The Committee also supports the recommendations made by the Committee for Culture, Arts and Leisure in its report for its Inquiry on Maximising the Potential of the Creative Industries which relate to Careers Provision.

Summary of Recommendations

A Statutory Duty – Developing a Consistent Approach

Recommendation 1

The Committee recommends that the Department for Employment and Learning and the Department of Education examine the benefits of introducing an adequately resourced statutory mechanism for ensuring a consistency of approach and high standards of careers service across all schools, colleges and universities in Northern Ireland. This may be a statutory duty on the Departments to develop and implement guidance which they then monitor or, as is being developed in England, that the statutory duty is on the institutions to deliver impartial and independent advice. DEL and DE should consider the H.M. Inspectorate (Ofsted) report, *Going in the right direction?* (September 2013), evaluating the legally responsibility for securing access to independent and impartial careers guidance for students introduced in England. (page 18)

Recommendation 2

The Committee recommends that the Department for Employment and Learning and the Department of Education ensure that the concept, envisaged in the Entitlement Framework, to improve the choices open to students, are adequately explained and implemented. The Committee believes that a statutory footing for independent and impartial Careers Delivery would ameliorate this issue. (page 18)

The Role of the Curriculum and examples of Good Practice

Recommendation 3

The Committee recommends that the Department of Education should add Careers into the curriculum as a compulsory subject. (page 20)

Recommendation 4

The Committee recommends that the Department of Education considers what more can be done to ensure that the curriculum in year 8, 9 and 10 nurtures children's career insights and raises aspirations. (page 20)

Recommendation 5

The Committee recommends that the Department of Education looks to develop the examples of good practice in project work and personal development portfolios that it has considered as part of the Inquiry. These approaches, which aim to maximise each student's potential, should be integrated into the curriculum across all schools and that the Department for Employment and Learning too ensures that all the courses taught by Colleges and Universities integrate this approach. (page 20)

Recommendation 6

The Committee recommends that the Department for Employment and Learning and the Department of Education look at the examples of good practice from other regions and countries and which have been highlighted in the evidence to the Inquiry such as in Finland where guidance is a compulsory subject within the curriculum. (page 24)

Overcoming Barriers

Recommendation 7

The Committee recommends that the Department for Employment and Learning includes in its on-going Review of Economic Inactivity, the role the Careers Service should play in signposting those economically inactive into training, education and ultimately employment. (page 26)

Recommendation 8

The Committee recommends that the Department for Employment and Learning ensures that practical financial advice is provided to potential and current students to ensure that the door to further education and higher education is not closed to individuals due to its cost. (page 27)

Recommendation 9

The Committee recommends that the Department for Employment and Learning develops an integrated network of support for those with learning difficulties to engage in work, whether through grant schemes for employers or through mentoring schemes and that the Department should investigate best practice in other jurisdictions. (page 28)

Recommendation 10

The Committee recommends that the Department for Employment and Learning and Department of Education develop a strategy to identify and address the barriers facing female students going into STEM based careers. (page 28)

Promoting STEM Subjects

Recommendation 11

The Committee recommends that the Department of Education considers expanding the approach it currently takes with STEM to provide more career insights and exposure to the world of business and entrepreneurship. (page 32)

Recommendation 12

The Committee recommends that the Department of Education reviews its programmes to improve the uptake in STEM subjects and to provide evidence of its success. (page 32)

Recommendation 13

The Committee recommends that the Department for Employment and Learning and the Department of Education must develop outcome measures to enable the Assembly and the wider public to evaluate success in promoting work relevant areas, particularly STEM, and to provide a level of assurance that the whole education system is responsive to the needs of the Economy. (page 33)

Recommendation 14

The Committee recommends that the Department of Education explores ways that all schools are adequately resourced with the necessary equipment to promote and facilitate the teaching of STEM subjects. (page 33)

Providing information

Recommendation 15

The Committee recommends that the Department for Employment and Learning establishes an inclusive and fit for purpose Careers website such as the My World of Work site in Scotland or the Careers Portal in the Republic of Ireland. (page 36)

Recommendation 16

The Committee recommends that the Department for Employment and Learning and the Department of Education as part of its new careers strategy develops an action plan for providing information for parents and to engage with parents to ensure that the advice and encouragement they offer their children is informed and that the Department for Employment and Learning and the Department of Education develop a parents portal on the Careers Service website. (page 36)

Recommendation 17

The Committee recommends that the Department for Employment and Learning increases its efforts to make Labour Market Information more accessible and develops a more joined-up approach to information sharing between itself and other key stakeholders to enable it to collate, analyse and disseminate quality information. (page 39)

Engaging with Business

Recommendation 18

The Committee recommends that the Department of Education with the assistance of the Department for Employment and Learning reviews the resources provided to schools for delivering work experience, explores the feasibility of all post-primary schools delivering work experience for their students and evaluates the quality of these placements. (page 41)

Recommendation 19

The Committee recommends that the Department for Employment and Learning and the Department of Education, in developing better engagement between schools and businesses seek to introduce in schools a more consistent approach to promoting, organising and quality assuring work placements for students. (page 42)

Recommendation 20

The Committee recommends that the Department for Employment and Learning and the Department of Education include in their planned Careers Strategy how engagement in career-related learning between schools and businesses can be improved. (page 43)

Recommendation 21

The Committee recommends that the Department for Employment and Learning and the Department of Education should evaluate the good practise in the partnership models between schools and the private sector and the Voluntary/Community sectors for their feasibility in emphasising a more formal structure for partnerships between schools and businesses in Northern Ireland. (page 43)

Improving Advice

Recommendation 22

The Committee recommends that the Department for Employment and Learning works with haste to develop and introduce more qualifications in careers education, information, advice and guidance to Northern Ireland and that the Department of Education puts more emphasis on the delivery of careers education, information, advice and guidance to increase the number of experienced and qualified careers staff. (page 46)

Recommendation 23

The Committee recommends that the Department of Education ensures that the 4 Continuous Professional Development modules that it is currently developing responds to criticisms raised by those who gave evidence to the Inquiry and that these modules are implemented as soon as possible. (page 46)

Recommendation 24

The Committee recommends that subject teachers are provided with specific Continuous Professional Development to ensure that they are aware of the realistic opportunities available to students in their subject area. The Committee believes that this could be facilitated and enhanced by better partnerships with employers. (page 46)

Recommendation 25

The Committee recommends that the Department for Employment and Learning and the Department of Education consider the suggestions and recommendations made by the organisations that provided evidence to the Inquiry when reviewing the current strategy, Preparing for Success. (page 49)

Introduction and Background to the Inquiry

1. Following a number of briefings from stakeholders, the Committee for Employment and Learning expressed its concern regarding the structure and effectiveness of Careers Education, Information, Advice and Guidance (CEAIG) in Northern Ireland. Briefings from groups such as the Careers Service itself and the Northern Ireland Schools and Colleges Careers Association identified issues with how CEIAG is taught in schools and colleges, with additional concerns being raised by Members on how the NI Careers Service compares to other services in the United Kingdom and further afield.

2. The Committee also had concerns regarding the perceived lack of a co-ordinated approach to careers and questioned how there can exist at the same time both a large amount of young people leaving education with no prospect of employment while industry is claiming that it is facing a skills shortage which is jeopardising the future growth of Northern Ireland.

3. A submission to the Inquiry, from Dr Deirdre Hughes, OBE, Institute for Employment Research (IER), University of Warwick and Director, DMH Associates point out that careers services have an important role to play in supporting citizens, not only in managing transitions, but also in maintaining openness to change and adapting on a lifelong basis. In the last decade, young people's transitions from school to work have become longer, more complex and more turbulent. Parents perform a key role in influencing their children. The role of external agencies working closely in partnership with schools, colleges and higher education institutions is central to ensuring that 'personalised services' operate in a coherent access framework for all young people (and adults). Strong CEIAG leadership and vision are two essential components required to make Partnership Agreements work effectively within the context of School Improvement Plans. There have been many policy reviews carried out within the last decade by OECD, the World Bank, the European Commission and its agencies, and other organisations.

4. At its meeting on 26 June 2012 the Committee agreed to carry out an Inquiry to identify areas where the CEIAG strategy for Northern Ireland is failing to meet the needs of those who may be most in need of its services, to identify inconsistencies in CEIAG in primary and post primary schools and regional colleges, to identify models of best practice in terms of CEIAG delivery and to assess the effectiveness of linkages between delivery agents, the Careers Service and employers.

Terms of Reference

5. At its meeting on 4 July 2012, the Committee finalised the Terms of Reference for the Inquiry. In carrying out the Inquiry the Committee agreed to:

- Examine the current policies, programmes and opportunities available in Northern Ireland for those who want to access CEIAG;
- Compare CEIAG delivery in Northern Ireland with that in the other UK regions and countries of international/EU best practice, with practices which may be of benefit to delivery in NI identified;
- Investigate and identify any inconsistencies/issues in the delivery of CEIAG, including provision of CEIAG delivery in primary and post primary schools, further education and higher education, delivery of CEIAG (delivery methods, constraints and barriers to delivery, issues regarding consistency and collaboration in delivery between education tiers, etc.), resources available to deliver CEIAG via the education system (including budget setting and personnel) and methods which may improve delivery;
- Assess similarities and differences in Northern Ireland Careers Service provision (and other sources of CEIAG) between Urban and Rural areas, such as availability of Careers Advisers and accessibility to CEIAG services; and

- The impact of the budget cuts on the delivery of CEIAG across Northern Ireland.
- Assess the process of professionalisation (in line with best practice) of those who deliver CEIAG, particularly in post primary schools & colleges including what training is available and how accessible it is;
- Report to the Assembly with full findings, conclusions and recommendations on how policies, procedures and practices can be improved in order to maximise the delivery of CEIAG to stakeholders to the benefit of Individuals, the Region and the Economy of Northern Ireland.

6. One of the issues to be mindful of during the Inquiry is that Education, Information, Advice and Guidance for Careers are not distinct, standalone concepts. Rather the term Careers Education, Information, Advice and Guidance is a spectrum of support which is best defined by the UK Quality Code for HE which refers to careers education, information, advice and guidance (CEIAG) as:

> *'An amalgam of processes, facilities and opportunities designed to enable individuals to prepare for, and make effective decisions about, their roles in present and future labour markets. It encompasses personal transferable skills, development and articulation, self-assessment and personal review, labour market information, career goal setting and decision-making, action-planning, and the communication and self-presentation skills necessary for career management'.*

7. A fuller definition of CEIAG is included in Appendix 5 of this report.

Approach to the Inquiry

8. The Committee agreed to write to a list of 65 Key Stakeholders requesting that they provide written evidence to the Committee based on the terms of reference for the Inquiry and then to invite a number of those who submit written evidence to provide oral evidence to the Committee.

9. In addition, the Northern Ireland Assembly Research and Information Service have provided a number of research papers regarding CEIAG. The consultation period began on 4 July 2012 and closed on 24 August 2012. In all 41 organisations provided written submissions to the Inquiry with a number of them also providing additional information or revised submissions at the request of the Committee. In addition there were a total of 28 oral evidence sessions.

10. At its meeting on 12 September 2012, the Committee agreed to its approach to the Inquiry. The Committee agreed to schedule a joint briefing with the Department for Employment and Learning and the Department of Education and to schedule a series of briefing sessions with the organisations that have responded to the inquiry.

11. The Committee also agreed to write to the Committee for Education indicating that the inquiry is a matter of joint concern and to copy all relevant information from the Inquiry to the Committee for Education.

12. The Committee has taken evidence on all aspects of the terms of reference and each is dealt with in turn.

13. A particular issue noted by the Committee was that there is a wide range of organisations involved in the provision of CEIAG; from schools, businesses, the Careers Service and the different Sector Skills bodies etc. Many of these organisations are funded by Government and sometimes offer conflicting information.

14. CEIAG is a joint function of the Department for Employment and Learning and the Department of Education. The Department for Employment and Learning, through partnership agreements between its Careers Service and post primary schools, supports the schools' careers education programmes by providing impartial careers information, advice and guidance while

the Department of Education takes the lead in relation to the delivery of CEIAG in schools. In relation to Further Education the Colleges have individual responsibility for the allocation of resources and the integration of CEIAG in the curriculum. The Universities in Northern Ireland are individually responsible for the delivery of CEIAG.

15. Given the joint responsibility for CEIAG, the Committee informed the Committee for Education of the Inquiry Terms of Reference and invited that Committee to be involved with the Inquiry. At the request of the Committee for Education steps were taken to provide it with all the information provided to the Committee as part of the Inquiry and received the agreement of that Committee to engage with the Department of Education and to keep it informed.

16. In addition to the written and oral evidence, the Committee undertook study visits to the South Eastern Regional College, Bangor Campus and the University of Ulster, Jordanstown Campus to learn more about the careers education, information, advice and guidance that they offered. Also the NISCA carried out its own CEIAG survey at its conference in November 2012 and submitted it to the Committee for information.

Survey of Young People

17. The Committee agreed that, in addition to gaining the views of organisations and educators with an interest and knowledge of Careers guidance and advice, it needed to engage with young people as part of the Inquiry into Careers. In conjunction with the Northern Ireland Assembly Outreach unit the Committee designed four questionnaires for completion by; those in year 12 in schools, those in colleges, those at university, and those young people that have left school and are not in education or employment. Each questionnaire was designed to be short and to elicit young people's experience of the careers service they received. It was also decided that the questionnaires would be online and that a letter would be sent out to the relevant institutions with a link to the relevant questionnaire.

18. At the meeting of the 20 February, the Committee reviewed and were content with the questionnaires.

19. On Friday 1 March 2013, letters were sent to the relevant Schools, Colleges, Universities and other service providers regarding the availability of the questionnaire. The questionnaire was closed on Monday 8 April 2013 and the final online response figures were:

- Schools 7207 responses
- Colleges 94 responses
- Universities 1077 responses
- Others 50 responses

Summary of Careers provision

20. During its inquiry, the Committee was provided with written and oral evidence from the various organisations that manage and deliver careers education, information, advice and guidance in Northern Ireland including from the two Departments with dual responsibility; the Department for Employment and Learning; and the Department of Education. Set out in this section, from the evidence provided, is an outline of the various policies, strategies, structures and delivery mechanism for careers provision.

Policies, Programmes and Opportunities

21. The Department for Employment and Learning (DEL) and the Department of Education (DE), in both their written submissions and in their joint briefing to the Committee on 10 October 2012 outlined the current policies and methods of delivery for CEIAG.

Preparing for Success Strategy

22. The current CEIAG policy is based on the Preparing for Success Strategy. In October 2007 the two Departments launched the draft "Preparing for Success" strategy for consultation and published the finalised strategy in January 2009. The Strategy is designed to support DE's Revised Curriculum and the Entitlement Framework and DEL's Skills Strategy for Northern Ireland, "Success through Skills".

23. The main objective of Preparing for Success is to enable learners to make informed career decisions with the aim that this will lead to increased and appropriate participation in education, training and employment. The Strategy is overseen by a Careers Steering Group which includes representatives from DEL, DE, the Department of Enterprise, Trade and Investment (DETI), the Education and Training Inspectorate (ETI), the Business Alliance, as well as representatives of schools, colleges and universities.

24. In March 2011, an implementation report was published highlighting the progress of the strategy against 18 identified actions and in July 2012 a further update was issued to the Committee. A full review of the Strategy is planned for 2014.

Current Provision of CEIAG

25. In their evidence DEL and DE outline how the Strategy works in practice setting out the main structures behind the strategy. In the oral evidence DEL pointed out that it has two key responsibilities in careers guidance: first, the delivery of careers information, advice and guidance; and secondly, the associated policy development. DEL pointed out that the Careers Service has formal partnership agreements with 98% of all post-primary schools, including special and independent schools. The purpose of the agreement is to support the schools' careers education programme and to provide pupils, particularly those in years 10 and 12, with access to impartial careers information, advice and guidance.

26. From DE's perspective post-primary schools are expected to provide effective careers education that involves the whole school. Schools have a number of tools at their disposal to support them in the development of good careers education, including quality standards indicators that the ETI developed, as well as the Department's guide for developing effective career decision-makers. That aims to improve the quality of careers learning opportunities and encourage greater cohesion in the provision of information, advice and guidance in schools.

27. In all schools, the principal, supported by the senior management team and the board of governors, has primary responsibility for the school ethos including; the expectations it has of pupils, its teaching and curricular provision, its focus on careers and the support the school provides to motivate pupils and to provide them with opportunities to succeed.

Primary Schools

28. At primary school level, careers guidance is offered through a range of activities associated with the curriculum. The aim is that children learn about their world and therefore learn more about themselves and their interests. DEL has no remit in the primary school area and it is the sole responsibility of DE.

29. In both their written and oral evidence, DE concentrates on post-primary provision. The DE submission states that CEIAG in these early stages is not about choosing a career, but helping children raise their aspirations and make connections. As indicated in his letter to the Committee on 9 May 2013, the Minister for Education points out that he recognises the important role primary schools play in helping children learn about the world of work. The Minister states that:

> It is here that children can first learn about themselves; their interests; how to relate to others; develop career related skills; and learn about a variety of possible careers in the opportunities available to them through a range of play environments, role play and interaction with adults, appropriate for their age and stage of development.

Post-primary schools

30. In post-primary schools careers teachers work in partnership with careers advisers from DEL's Careers Service to offer advice to young people on making appropriate and informed choices on pathways that lead to higher or further education, employment or training. The format for how this interaction works is set out in the Schools-Careers Service Partnership Agreement. The aim of the Partnership Agreement is to provide a framework for joint support from schools and the Careers Service to enable all learners in post-primary education to develop their career plans and career decision making skills most effectively.

31. DE points out that the Partnership Agreement works as a complementary relationship in which schools are responsible for providing careers education and the Careers Service is responsible for providing impartial careers advice and guidance for schools. The aim of this is to avoid duplication in services or provision for pupils.

32. In post-primary schools careers provision forms part of the statutory curriculum with Career Management being a specific part of Learning for Life and Work (LLW) at Key Stage 3.

Further Education

33. While DEL sets the strategic direction for the Further Education Colleges, each college is responsible for its own curriculum offer. Colleges have individual responsibility for the allocation of resources and the integration of CEIAG in the curriculum.

34. Each FE College employs qualified careers advisers who provide a comprehensive careers guidance service to their students. In addition, the Department assigns a careers adviser to each college and operates a referral process.

35. The aim of the Department's curriculum policy, FE M*eans Business, i*s to provide clear progression routes for all learners. DEL has also outlined that the curriculum is moving towards higher proportions of courses that are accredited and are in the Departmental priority skills areas.

36. To ensure best practice in terms of learning plans for 16-19 year olds the Department has funded the development of a shared electronic Individual Learner Programme (e-ILP) which is now embedded within the college network and is used by students and by college staff to plan and monitor progress against individually tailored programmes of learning.

Higher Education

37. Like the FE Colleges, the Universities in Northern Ireland are individually responsible for the delivery of CEIAG, and Queens University, University of Ulster, Stranmillis University College,

and St Mary's University College each provide students with access to comprehensive CEIAG support.

38. The Open University submission states that its Careers Advisory Service (CAS) has specialist staff across the UK and Republic of Ireland. A qualified Careers Adviser provides professional guidance/support to Northern Ireland, primarily supporting current students and recent graduates. This is supported by other advisory staff under the umbrella of Information, Advice and Guidance (IAG).

39. Registered students can request information, advice and guidance covering all aspects of career planning and job seeking, including help to recognise and develop skills valued by employers.

40. Queen's University, Belfast has a dedicated Careers, Employability and Skills Service which offers a range of professional support services to help students develop their career potential, make appropriate career choices and manage their transition beyond University to a position of employability. The Service is open to all students at any stage of their University programme and to graduates for up to two years after graduation.

41. The University of Ulster's Careers Education, Information, Advice and Guidance is provided by its Employability and Marketing Department which is accredited to the national Matrix standard and all CEIAG staff are professionally qualified. The University has indicated that it provides comprehensive, resources and services that are complementary to and integrated with, the academic provision of the University, enabling students and graduates to develop, evaluate, and implement career decisions and employment plans for the mutual benefit of themselves, employers and the University community.

The role of the Northern Ireland Careers Service

42. The aim of the Northern Ireland Careers Service (NICS) is to provide impartial, careers information, advice and guidance to all, whether employed, unemployed, in training, or in education; including students in schools and further and higher education (although it is targeted at a post key stage 3 level). DEL figures indicate that NICS employs 171 people, of whom 114 are professionally qualified Careers Advisers based in Careers Resource Centres/ Offices, Job Centres and Jobs & Benefits offices throughout Northern Ireland. These Advisers also work with young people in schools, further education colleges and training providers.

43. During the oral evidence session the DEL officials pointed out that the Careers Service provides information on jobs, education and training opportunities, including further education (FE), apprenticeships and Training for Success. Careers advisers also provide information on science, technology, engineering and mathematics or STEM-related careers opportunities and priority skills areas. They can provide class talks, one-to-one guidance and attend careers events and parents meetings. The provision is tailored to the needs and wishes of individual schools and agreed with those schools. The Careers Service supports young people on Training for Success through induction talks, one-to-one guidance and exit talks. All training suppliers have a named careers co-ordinator, and the Department assigns a careers adviser to each training provider.

44. In response to questions from the Committee during the oral evidence session the Department has advised that in the 2011/12 academic year, of a potential 265 post primary schools (including independent and special schools), the Careers Service had a formal partnership agreement with 260 schools. The Department has also given reason why 5 schools have not signed agreements.

45. One is a special school for pupils with severe learning difficulties and the Careers Service is in discussion with this school and one of the others to ensure that their pupils are able to avail of appropriate support with transition planning and the other schools are independent and are not required to follow Department of Education guidance.

46. The support offered by the Careers Service includes:

- Support in career decision making;
- Support with subject choice in school (e.g. GCSE/AS/A-Levels);
- Support in choosing post school options (e.g. Further/ Higher Education, Training/ Apprenticeships);
- Career guidance interviews;
- Job matching; and
- Labour Market Information (LMI)

47. The NICS also provides information on routes to employment, such as education and training programmes.

Additional Interventions

48. The DE submission acknowledges that the delivery of education for Employability, including CEIAG, through discrete timetabled lessons needs to be supplemented with whole-school programmes, tailored resources and special events with external agencies and that teacher Continuous Professional Development is essential to enable teachers to better contextualise CEAIG within their subjects if it is to have a significant influence on pupils' initial careers thinking.

49. The Department of Education therefore provides annual funding to external bodies to enhance the teaching of Employability, including CEIAG. There is currently a particular focus on STEM (Science, Technology, Engineering and Mathematics) subjects.

50. Department of Education funded interventions are outlined in the table below.

Education & Library Board (ELB) STEM CEIAG Group	The ELB STEM CEIAG group has been running for a number of years and delivers a wide range of STEM career activities which have benefited both pupils and teachers in promoting and raising pupils' awareness and aspirations in STEM-related careers through focused projects, activities and resources, capacity development and embedding STEM CEIAG within the school curriculum.
Council for the Curriculum, Examinations and Assessment (CCEA)	CCEA has developed a range of specialist STEM curricular resources aimed at the primary and post-primary sectors to improve both pupils' and teachers' understanding of the connections between what is learned at school and the world of work enabling increased pupils awareness of non-traditional STEM related careers.
Young Enterprise NI (YENI)	YENI, a business and enterprise charity, delivers a portfolio of employability, enterprise and entrepreneurship programmes on behalf of DE engaging over 100,000 primary and post-primary pupils annually through the support of businesses and volunteers. A number of these programmes will enhance and influence pupils' careers thinking.
Sentinus	Sentinus deliver a range of bespoke STEM enhancement and enrichment programmes to primary and post-primary pupils which enhance pupils understanding of potential STEM career opportunities. During 2011/12, Sentinus delivered over 60,000 pupil engagements on behalf of DE, reaching 91% of post-primary and 48% of primary schools.

Work Experience	While work experience is not a statutory requirement, pupils, particularly at Key Stage 4, are encouraged to keep careers options open. Work experience offers an important insight into the world of work. DE provides annual funding to School Employer Connections (SEC) and Charter Work Experience (CWE) to facilitate delivery of work experience opportunities should schools wish to avail of their services. During 2011/12, these two organisations arranged nearly 12,000 work experience activities which took the form of work experience placements, class study visits, inspiration programmes and careers conventions. Some organisations, for example, Hospital Trusts, will only provide work placements via requests from SEC or CWE in order to minimise the administrative burden on the Trusts.
Business Education Partnerships (BEPs)	BEPs are voluntary organisations comprising staff from local schools, local employers and members of the business and wider community, who deliver exciting business education activities for pupils. These include: STEM careers events; new and emerging STEM careers workshops; business insight and open days; and interview skills programmes.

Consideration of the Evidence

51. During the Inquiry, through the process of written submissions, oral evidence and study visits, the Committee has received a range of views on CEIAG which can be categorised into a number of main themes. Firstly, a range of criticisms of Careers delivery, secondly, thoughts on how to make the current system better, and thirdly, finance and resource issues. Each of these areas will be dealt with in turn in this section of the report.

A Statutory Duty – Developing a Consistent Approach

52. The Confederation of British Industry (CBI) points to evidence that suggests that careers advice and guidance has not been delivering results. Responding to the CBI/Pearson Education and Skills Survey 2012, employers put improving careers advice among their top priorities for 14-19 education, with 4% of responding employers currently thinking that careers advice is good enough and 72% of employers thought that careers advice and guidance must improve.

53. The CBI suggests that the main reason for poor careers delivery is that careers advice is often irrelevant and fails to inspire general careers awareness in young people. Other key shortfalls it points to include advice that is not timely, information that is not grounded in the labour market and inaccurate or a complete absence of advice about vocational options. The CBI points out that the consequences of poor careers information advice and guidance carry a significant direct cost on the publicly-funded skills system, as a result of wasted provision.

54. NICSA stated that only some schools employ a CEIAG Co-ordinator and that very few post primary schools employ a fulltime Careers Adviser (3 in total: 2 in Belfast and 1 in the Dungannon area).

55. As part of its response to the Inquiry, the Northern Ireland Science Park (NISP) carried out a workshop with ex-students, teachers and employers. The conclusions of the workshop were that each year, the system failed to deliver a cadre of young people with:

- a good knowledge of the world of work;
- the essentials to plan or even to consider a career path;
- the career rationale for subject choices; and
- the platform of knowledge, experience and qualification that a particular choice might require.

56. The ex-students that took part the workshop noted that they had not been shown the relevance of subjects in those classes and that careers classes were treated as playtime because they didn't lead to an exam result. Generally classes offered undigested information, whereas young people react more positively to inspiration and will then use their web-based skills to get the information they need.

57. The overall view of respondents to the Inquiry is that there are aspects of the Northern Ireland system which is very good and there are examples of good practice however this is not the case in all services and that this inconsistency is a problem in itself which needs to be tackled.

58. In the Committee surveys there was a variation between school students and college and university students in whether they felt that the careers advice they had received could be improved. For those at school, 46% felt that it could be improved compared to 78% of those at university and 84% of those at college.

Inconsistency

59. The inconsistency of approach and application of CEIAG in Northern Ireland is one of the main criticisms levelled of the current system. So much so that this is one of the reasons why the current Preparing for Success Strategy was developed. As stated in the strategy:

> *The provision of careers education, information, advice and guidance services for young people and adults is not as good as it could be. The approach to CEIAG has been inconsistent; careers information and facilities are variable; and there have been inconsistencies in the qualifications, training and competence of staff involved in the provision of CEIAG services.*

60. Due to this concern the Committee included into the Terms of Reference for the Inquiry, an examination of the inconsistency that exists. The responses to the Inquiry have provided evidence that the main inconsistency is in delivery of careers in schools. In his submission, Mark Devenney, states that inconsistency remains an issue and that the provision of CEIAG varies across schools. Mr Devenney acknowledges that there is some excellent provision and that some schools are taking CEIAG very seriously but that there are others that are only paying 'lip-service'. When asked about this during his oral evidence, Mr Devenney said that Boards of Governors in schools can have a big influence and it can be a bit of a lottery in the emphasis put on careers and whether they feel that academic success is more important than having a more rounded individual.

61. Mr Devenney pointed out that some schools do not think that employability is as important as academic achievement and that when parents are choosing a particular school and making the step to secondary or grammar, there should be an input from careers to tell them about the programme that they offer and to tell them that they focus on employability as well as academic achievement, and on making the child a more rounded individual to go out into the world of work.

62. The Education and Training Inspectorate (ETI) has provided the results of its evaluation of CEIAG provision in post primary schools and points out that there are differences across a number of categories of schools. For instance since April 2010 CEIAG was evaluated as good or better in 87% of selective schools the percentage evaluated as good or better is only 66% in non-selective schools and while CEIAG is good or better in 91% of voluntary schools, it is 76% in maintained schools and only 62% in controlled schools.

63. Although ETI figures show a marked improvement in quality and standards from the period 2008-2010, ETI point out that this is from a low base and CEIAG remains an area for development across the sector as a whole.

64. The submission from the Education and Library Boards states that the Curriculum, Advisory and Support Services (CASS) across the Boards are aware of inconsistencies in the delivery of CEAIG in Post Primary and Special schools across the region due to differences in individual schools' interpretation of the Northern Ireland curriculum. As emphasised by the Northern Ireland, Schools and Colleges Careers Associations (NISCA) in its oral evidence to the Committee on 10 April 2013, "Careers education is traditionally farmed out to anybody who has space in their timetable. That is not new. The result is that you have inconsistencies in any school as to how the careers programme is delivered. We are more concerned about the inconsistencies across Northern Ireland in schools and colleges, particularly post-primary schools. If you asked a young person about the careers programme that they received, the answers would vary wildly depending on which school they went to and in which board area."

65. In its written submission NISCA explains that, although the Careers Service has Partnership Agreements with almost all post primary schools and colleges, the service provided varies from school to school as each school decides on the levels of support it receive depending on it needs. NICSA highlights that some schools choose not to provide one-to-one career guidance interviews for their students even though it is recommended that they do so.

66. NISCA also points out that there are also differences between what services the Careers Service offers and what it can realistically provide. For example if all schools request for all students in their transition years to receive individual career guidance and group workshops on making Key Stage 4 and Key Stage 5 decisions, there would not be sufficient Careers Service personnel available to provide these.

67. Based on the experience of the College for Agriculture, Food and Rural Enterprise (CAFRE) in promoting programmes in schools, and on the feedback from those school leavers who apply to CAFRE, it is DARD's view that the quality of careers advice in schools varies considerably.

68. W5 points to significant variation in CEIAG provision within schools due to differing approaches by individual teachers and to the training and opportunities made available for teachers.

69. Through its work in schools, Young Enterprise Northern Ireland (YENI) indicates that it sees significant variation in the delivery mechanisms used, and as a result the effectiveness of the provision. For example, the responsibility for Young Enterprise programmes often sits with the careers teachers or business studies teachers, whereas when careers infuses all the teaching subject areas, young people develop a greater understanding of where their subject could take them.

70. The Committee received evidence that careers advice was less of a priority in Grammar Schools, which tended to emphasise the route to university. To test this anecdotal evidence the Committee considered the evidence of its survey of school pupils. The pupils were categorised into those at Grammar School and those at Secondary School. Similar percentages of both indicated that they had received formal jobs and careers advice in their school (95% and 92.5% respectively). However when asked how helpful they found the formal jobs and careers advice provided by their school 35% of pupils at Grammar Schools indicated that it was either Extremely Helpful or Very Helpful compared to 50% for Secondary School pupils.

71. The Committee also noted with interest that for those that had already went through the school system their experience was not as positive. In relation to whether they had received formal jobs and careers advice in school, 85% of College students said they had and only 67% of University Students. In addition, for those in Colleges, 19.2% said that the careers advice received in school was either Extremely Helpful or Very Helpful and 18.5% of University Students.

72. E-Skills UK suggests that input from the sector in addressing inconsistencies can provide:

- Robust and reliable sector wide labour market intelligence
- Support and resources for teachers and careers advisors
- Experience of the workplace
- Innovative CEIAG delivery methods.

73. A number of organisations believe that a statutory duty for the provision of independent and impartial careers guidance in schools such as that just introduced in England and Wales. CollegesNI has identified this as one of its recommendations to the Inquiry:

> *It is essential that pre-entry advice and guidance is both objective and impartial. The Department of Education should take the lead in* ***placing a requirement on all schools*** *to inform their students at Years 10, 12 and 14 in relation to the variety and wealth of opportunities that exist. This will include academic options and vocational routes at levels 2, 3 and Higher Education. This should be supported with input from the DEL Careers Service, colleges, training organisations and universities.*

74. The Committee, in considering the evidence, believes that inconsistency in the provision of careers education, information, advice and guidance, particularly across the school sector, is

a concern and that it has a negative impact on the options presented to students in some schools and therefore on the career decisions they take.

Recommendation 1

The Committee recommends that the Department for Employment and Learning and the Department of Education examine the benefits of introducing an adequately resourced statutory mechanism for ensuring a consistency of approach and high standards of careers service across all schools, colleges and universities in Northern Ireland. This may be a statutory duty on the Departments to develop and implement guidance which they then monitor or, as is being developed in England, that the statutory duty is on the institutions to deliver impartial and independent advice. DEL and DE should consider the H.M. Inspectorate (Ofsted) report, Going in the right direction? (September 2013), evaluating the legally responsibility for securing access to independent and impartial careers guidance for students introduced in England.

75. The Committee is concerned that Colleges NI believes that there is a disconnect between some schools and the Colleges, they feel that some schools are reluctant to articulate the options Colleges have to offer to avoid losing students who would otherwise continue at school and study A 'levels. As summarised in the Colleges NI briefing on 5 December, "we have difficulty where schools sometimes think about the 16-plus provision and the level 3 provision and are driven by numbers. They sometimes do not consider colleges, because we are perceived to be in a competitive environment. To my way of thinking, we are not in a competitive environment. Let us just get out all the facts and information and let the learner make the choice. If we do not give learners all the information, we do them a disservice."

Recommendation 2

The Committee recommends that the Department for Employment and Learning and the Department of Education ensure that the concept, envisaged in the Entitlement Framework, to improve the choices open to students, are adequately explained and implemented. The Committee believes that a statutory footing for independent and impartial Careers Delivery would ameliorate this issue.

The Role of the Curriculum and examples of Good Practice

76. The submissions provide a variety of suggestions on how CEIAG should be taught to young people, and what it should entail.

77. The CBI points out that employers do not expect schools to produce job-ready employees by the time they leave secondary school but what they do expect is to be able to recruit young people with the right skills, capabilities and attitude for the work place. The CBI points out that students face a more challenging environment with fewer jobs and more competition and that, as well as greater relevance of courses studied, more emphasis needs to be placed on the importance of employability skills (soft skills), such as:

- Good literacy and communication skills, including the use of IT
- Being able to work in a team, to solve problems, to communicate effectively, to understand how businesses work and the ability to manage their time.
- A strong grounding in science and maths, particularly numeracy skills.
- Access to a range of further learning options, whether academic, vocational or applied.
- Qualifications that are recognised, understood and valued by business

78. In the IER, Warwick University and DMH Associates' submission, Dr Hughes, pointed to research evidence that "good-quality CEIAG" can have a positive impact on decision-making processes, reduce course switching and drop-out rates, and contribute towards successful transitions

within statutory and further education. They go on to explain that "good-quality CEIAG" is often characterised by a programme that equips young people with essential career-related skills, such as career exploration, self-awareness, and self-confidence and that it also tends to be tailored to individual need, integrated into the timetable and the wider curriculum, and delivered at relevant points in an individual's educational career by qualified staff.

79. The Northern Ireland Science Park feels that these attributes could be achieved through creating a larger role for project work in the curriculum, in all subjects, arguing that this would help in the development & recognition of "soft skills". It points out that team problem solving projects are well recognised to be one of the most effective ways not only of showing relevance to book learning but also of creating and honing the soft skills so valued by business and industry such as team-working and communication.

80. The NI Science Park submission also suggests that the curriculum should be revised and simplified to allow time and energy for career and project activity in each subject and proper careers teaching, advice and personal assessment.

81. A similar proposal is made by Young Enterprise NI (YENI) which encourages all schools to make use of personal learning portfolios, so that when young people leave school, they have a self-awareness of their own strengths and weaknesses in relation to the skills and competencies expected by employers.

82. YENI believe that a personal development plan should be drawn up to develop particular skills in the future, for instance, a young person may be aware they lack confidence speaking in teams and actively plan activities to address this so that they become competent at working in teams.

83. In the same vain, the CCEA submission suggests that Key Stage 4 pupils should be enabled to "dev*elop a personal career plan based on relevant information and guidance." It a*lso points out that it has put in place a suite of qualifications under the title of 'Occupational Studies (OS)' which are designed to support work-related learning at Key Stage 4, introducing the careers dimension in a practical way.

84. Dr Hughes referred to a number of studies which highlight that within many schools, career education programmes that develop career management skills often remain an aspiration and many services appear to remain concentrated upon individual assistance for those about to leave school.

85. Gems NI goes further recommending that careers should become a compulsory subject and become a robust and relevant subject as opposed to a softer alternative.

86. Gems NI also point out that young people are leaving FE and HE with no concept of the working world and its expectations and recommends that within further and higher education careers counselling should form a key role in student pastoral care and that course and places at FE and HE should be informed by industry trends to prevent rising numbers of graduate JSA claimants.

87. During the evidence sessions the Committee explored the issue of employability and "soft skills" and acknowledges the point made by the DE officials during its oral evidence that the new revised curriculum underpins the soft skills of managing information, creative thinking, problem solving, decision making, and working with others and that in every subject the aim is that the teacher will integrate these.

88. The Committee took evidence on a number of specific examples of where schools and colleges are developing their pupils' employability potential. It visited the SERC Bangor campus to hear more about its "Get the Edge" Programme which aims to improve students employment prospects and includes a vocational qualification, essential skills, a personal development qualification and a number of employability initiatives including an entrepreneurial competition. The Committee also heard oral evidence from the Royal Belfast

Academical Institution and its relationship with PricewaterhouseCoopers which comes to the school to talk to year 12 and 13 pupils about careers and to develop employability skills. However it has also listened to concerns from the National Association of Head Teachers (NAHT) about the emphasis on measurement and that that means numeracy and literacy and exam results.

> *We are in a system that is becoming increasingly data-driven. The Department and Government like something that you can measure. It is very easy to measure literacy and numeracy. It is really hard to measure self-confidence, creative thinking, problem-solving and all the things that we really need our children to develop.*

89. The NAHT point out that the emphasis on literacy and numeracy and key stage results drives out a lot of creativity and the type of work that schools need to be doing with children to make them ready for work in the 21st century.

> *For example, we run an apprentice scheme in school, with a school fair. We give the P7s money, they have a project manager and a sub-manager, and they have to pick something that they are going to buy or make and sell to the parents. That is great. They get skills working together in different areas of things, but that is not what our curriculum is asking us to do. It is asking us to produce children with key stage results in English and maths purely by sitting working individually. We need to give children more chances to work together in groups and, as the Chair said, to speak.*

90. The Committee acknowledges that numeracy and literacy need to be at the core of any education system and that DE, with its revised curriculum, is endeavouring to integrate the soft skills which develop employability into the curriculum. However the issues remain, schools in particular feel constrained in what they can do given their primary focus of exams.

Recommendation 3

The Committee recommends that the Department of Education investigates the value of adding Careers into the curriculum as a compulsory subject.

91. The Committee also discussed with a number of organisations the prevalent view that the enthusiasm, which is so visible in primary school children, is then "knocked out" of them as they enter post primary and the more formal educational route.

92. The Committee surveys asked students to rank in order of importance the important factors in making decisions about careers. For School, College and University students what they were interested in was the main reason for choosing a career path. This would suggest that maintaining that interest in pupils is of great importance.

Recommendation 4

The Committee recommends that the Department of Education considers what more can be done to ensure that the curriculum in year 8, 9 and 10 nurtures children's career insights and raises aspirations.

93. The Committee has been impressed by those examples, offered by stakeholders, of how project work and the maintaining of personal development portfolios could be integrated into the current curriculum to increase employability.

Recommendation 5

The Committee recommends that the Department of Education looks to develop the examples of good practice in project work and personal development portfolios that it has considered as part of the Inquiry. These approaches, which aim to maximise each student's potential, should be integrated into the curriculum across all schools and that the Department for Employment and Learning too ensures that all the courses taught by Colleges and Universities integrate this approach.

Models of Good Practice

94. The Committee, during its considerations was very interested to learn of the good practice that exists in careers provision. DMH Associates point out that there is no shortage of models of good practice but that the challenge is how best to implement these more widely. They point out that change is occurring in Northern Ireland and that there is a move away from a 'traditional model' dominated by blanket interviewing in schools towards a self-help, brief assisted and in-depth support services delivered at a time and place best suited to individuals' requirements.

95. YENI believes that Northern Ireland has many of the elements in place for successful careers education, but a focus on consistent delivery of best practice is vital to ensure all young people come out of mainstream education with career management skills for their long term future. Due to the nature of the schools environment, careers education has a necessary focus on qualification choices, and the 'next step' for students. It is the view of YENI that a longer term focus also needs to be established, teaching young people how to scan the external environment, and then understand how to map or enhance their own skills in order to meet the needs of employers, i.e. the importance of developing career management skills for life.

96. The NI Skills Sector Councils Network points out that there are many good examples of current projects, research or project work and cites UK wide research carried out by the Learning and Skills Improvement Service (LSIS) in November 2011 to establish the demand for the development of new units, qualifications and an apprenticeship/modern apprenticeship framework for the career development sector across the UK. Other good practice it points to includes the People 1st dedicated careers website, which provides access to LMI in a user friendly format.

97. The CBI, along with a number of other organisations, advise that, in relation to internet careers provision, the local services are poor and do not reflect the modern e-literate learner and point to the careers service web facility in Scotland, "My World of Work" as an example of best practice which Northern Ireland should consider adapting. The CBI points out that this web based service clearly links courses back to localised career opportunities.

98. The Institute of Engineering and Technology points out that the Careers Service, at the Methodist College, Belfast is seen as an example of good practice which delivers appropriate detail careers advice throughout a student's formal education, with parent participation.

99. In both their written and oral evidence, DMH Associates, highlight models of good practice both in the UK and internationally. They emphasise that the existing all-age careers provision in Northern Ireland has much to celebrate in terms of its significant achievements to date but they go on to state that, given the changing context in which CEIAG now operates, clarity is required in the 'future direction of travel', key responsibilities and performance measures that demonstrate relevance and impact. They advise that having a future vision is necessary as this offers a point of continuity.

100. Dr Hughes points to three separate but overlapping major national and international policy agendas which continue to have careers at their centre. These are; the up-sk*illing agenda whic*h seeks to address key skill gaps in the workforce, so that the UK can compete globally and play a leading role in economic growth; the lifel*ong learning agenda, whi*ch aims to facilitate the development of a knowledge society through individuals' engagement in learning and training; and, the socia*l equity agenda, whi*ch focuses on fair, inclusive and just processes and practices in the delivery of public services.

101. Dr Hughes cited research evidence that, despite systematic progress being made across Europe (and further afield), gaps and deficits in careers provision exist in many countries. There is an urgent imperative in all countries to secure an appropriate balance between providing core services to all (avoiding 'marginalising the mainstream') and targeting intensive services to those who need them most. Given that career development policies and provision are located within and across a range of sectors (e.g. schools, vocational education and

training, higher education, adult education, and employment), the services to individuals need to be as seamless as possible. It is important to develop strategies that will help make good quality careers provision accessible to all whilst reducing unnecessary duplication of provision from key providers.

102. Dr Hughes indicated that there is evidence of a latent demand for careers learning from a broad spectrum of individuals, alongside the emergence of a plethora of new market players and partnerships involving public, private and third sectors. They point to evidence that many governments are increasingly using private and non-profit entities to provide goods and services to citizens. This and the fact that there are increasing pressures on the public purse, an ageing society and the need to stimulate greater investments and added value returns for participation in learning and work, innovative and creative approaches are required.

103. Dr Hughes pointed out that a recent international review, undertaken on behalf of the Welsh Assembly Government, highlighted four possible scenarios that reflect contemporary transformation in careers provision. This found that high performing systems are context specific, defined in terms of either one or a combination of the following:

- school performance;
- advancements in the use of ICT;
- utilisation of effective tracking systems and connectivity to the labour market;
- and / or feature some form of outsourcing contract arrangements.

104. They also point out that lessons learned are not always easily transferable to other countries and that examples from Wales, Scotland and New Zealand highlight ways of further integrating services and developing a more unified approach.

105. In Finland, guidance is a compulsory subject within the curriculum and there are clear guidelines for comprehensive and upper secondary schools, specifying the minimum level of guidance services permissible, together with a web-based service to support institutional self-evaluation of guidance services. Attempts have also been made to embed guidance policy issues in national in-service training programmes for school principals. Finland's Employment Office also employs some 280 specialised vocational guidance psychologists. Each has a Master's degree in psychology, and also completes short in-service training.

106. In Denmark there exists a 'mixed model' with the public sector leading on integrated online provision. The Ministry of Children & Education has recently overseen the management and delivery of an all-age National Guidance Portal. Alongside this initiative, an 'e-guidance centre' resides within the Ministry in January 2011 to service the needs of young people, adults, parents, schools, colleges, training providers and employers. The work is also linked directly to the Youth Guidance and/or Regional Guidance Centres focusing mainly on targeted provision. A professional development section is available on the website for guidance practitioners. The Ministry also has a new youth database system in place to collect data on all 15-29 years olds (in accordance with the Danish Civil registration system). New legislation has also been introduced that requires every young person to have an educational plan with the Youth Guidance Centres. Schools and youth guidance centres are strongly linked.

107. In Canada there is no well-defined and accepted definition of what comprises a 'career guidance professional in Canada, except perhaps in Quebec, where it is specifically defined by a Master's level education. However, many provinces are adopting non-mandatory Certification that requires various levels of career development related training. National Standards and Guidelines exist that are not prescribed, but are adopted by many in differing ways across jurisdictions. These represent the glue that binds career guidance/development in Canada. At least three strands to their guidance/career development delivery system operate:

(i) K-12 with 'guidance' often embedded as an add-on course in the provincial school curriculum, very often taught not by a guidance counsellor but a teacher with available

time (which can result in poor 'buy in' from educators on career/guidance delivery). However, there is some availability of one to one guidance counselling in high school (typically a short appointment to review educational planning);

(ii) Post-Secondary Career Guidance through Career & Health Centres and Co-op Education in Colleges and Universities; and

(iii) Public Employment Services – Canada's public employment services contract many career guidance services to community organisations, which are often seen as more attuned to the needs of particular groups: single parents or Aboriginal people, for example. The Public Employment Services are the a driving factor in moving the discipline forward in Canada, since they are often out-sourced to community-based agencies that have a specific career development mandate and offer open access for citizens from 16 onward. This is also a trend that is emerging in England. In this model, the private sector has led on the development of virtual careers services for adult client groups, across a geographically spread population. Contracts are tendered by the government that focus on particular populations, for different purposes. Other models of practice (such as the United States and the Netherlands) feature the free market as a determining factor of careers guidance provision.

108. In the oral evidence sessions with Dr Hughes, OBE, when asked about her international experience of good practice Dr Hughes pointed out that she has looked at a number of different countries. She pointed out that she had just returned from Croatia where their model is to build on the jobcentres and ensure that careers services are seen as a community service that is different from having to go to the jobcentre and that they are building a cadre of highly qualified careers professionals because they have seen evidence in other places that can work.

109. Looking across the UK, Dr Hughes highlighted that that what is happening in England is very different from what is happening in Scotland, Northern Ireland and Wales. It is sometimes known as an England experiment, where the market and the free market is now operating and private sector organisations are coming in. Dr Hughes advised that with all these examples she believed that what really makes it effective is where there is a real clarity of purpose as to what the added-value benefits are of coming together and working in the interests of young people and adults.

On an international stage, I have pointed proudly to Northern Ireland, where there are models of really good practice. There is a lot of innovation here, but there is always room for improvement. Indeed, there are not many countries where the Minister will come to sit in on a workshop of careers advisers looking at labour market intelligence. It should go on the record that the Minister here has taken a strong interest in that.

110. Belfast Metropolitan College highlighted recent research and policy developments at a UK level that have implications for the development of CEIAG in Northern Ireland, including the creation of the National Careers Service, the 'Right Advice at the Right Time' framework and particularly legislation that includes a duty on schools in England to secure access to independent, impartial careers guidance for pupils aged 14-16 with a commitment to consult on extending the legal duty to 13-18 year olds.

111. The South Eastern Regional College advised that the Ofsted report, Skills *for Employment, (Ju*ly 2012) found that helping people to improve their chances of finding work, especially those who have few or no qualifications or specialist vocational skills, is a vital task for the further education (FE) and skills sector and one which presents considerable challenges. The report identified that these challenges have intensified during the current economic downturn as unemployment has risen and competition for available job opportunities has increased. In August 2011, the government in England launched a new initiative which invited providers in the further education and skills sector to prioritise labour market-focused training that will

engage more people who are out of work and help them develop skills that will support their progression into employment.

112. The Committee was very interested in the best practice elsewhere in the world and noted the oral evidence by Dr Deirdre Hughes, OBE, who advised that:

> *It has been an enormous privilege for me, on an international stage, certainly in the past five years, to be able to talk about Northern Ireland. You are the only country in the UK where the Department of Education and Department for Employment and Learning are working together on a shared strategy. That is a model of really good practice, and you have all the foundations here to move to the next phase and draw on the highly innovative work being done. Sometimes, you do not realise how good something is when you are in the thick of it. You have certainly made tremendous progress, but there is still quite a lot to be done in the next few years.*

Recommendation 6

The Committee recommends that the Department for Employment and Learning and the Department of Education look at the examples of good practice from other regions and countries and which have been highlighted in the evidence to the Inquiry such as in Finland where guidance is a compulsory subject within the curriculum.

Overcoming Barriers

113. A number of submissions highlighted that issues surrounding careers provision do not only exist for those in post primary schools but that there are a range of issues affecting those who may need advice about careers who are no longer in school and within those, some priority groups who are long term unemployed or Not in Education Employment or Training (NEET). For example the NI Sector Skills Council Network (NISSCN) highlights the high unemployment level in our young people and that CEIAG is a vital and essential component of providing assistance.

114. During the oral evidence sessions Members of the Committee voiced their concerns about these priority groups. Members pointed to the issues facing those from deprived areas such as low educational attainment and low expectations and aspirations when it comes to employment and to taking part in further and higher education.

115. Include Youth recognises the shortcomings that have existed in relation to the Careers Service reaching and engaging with those young people who are outside of the formal education system, who tend to be among the most vulnerable and furthest away from the labour market.

116. Include Youth also points to the positive experience it has of delivering the Give & Take Scheme, a partnership with the Careers Service to address the needs of young people who are classified as NEET.

117. The Northern Ireland Association for the Care and Resettlement of Offenders (NIACRO) made a number of recommendations to support those hard to reach individuals including that:

- all future CEIAG strategies need cross departmental support and agreement, with specific commitments to contribute to actions to ensure that all young people, particularly those on the margins of our society, have access to appropriate support and advice.
- all staff involved in, or required to deliver, careers advice should be trained to the same professional standards as staff within CEIAG.
- the development by the Departments of Justice, Education and Employment and Learning of a protocol to ensure the Careers Service has access to and properly supports young people who are in custody and which is followed up on their release.

- NIACRO's Employer Training "Safe and Fair Recruitment of People with Convictions" should be core to the staff development of all Careers staff and Personal Advisors to ensure good practice is maintained.

118. The Southern Regional College recommends that those students who do not complete study programmes or who do not progress from one study programme to another or into employment should immediately be provided with careers advice and guidance and that information on such students is immediately shared with the Careers Service so as to promote early contacting and CEIAG support and advises that this information should be shared electronically.

119. The South Eastern Regional College similarly supports the early re-engagement of the recently unemployed with options for further training or education. It recommends that the online streaming of educational opportunities to the recently unemployed is considered and that their early engagement with the education process is explored.

120. Dr Deirdre Hughes, OBE highlighted that with changing expectations of how long many people will work, and as the workforce ages, there are challenges of supporting the continuing development of mid-career workers who may need to maintain a set of work-related competences and manage effective work transitions for much longer than has been customary in the past. In such circumstances, there could be cost-benefit advantages in offering mid-career workers career guidance that could extend the length of their careers. For example, learning through more challenging tasks following a job change is a most popular way for low skilled workers to upgrade their skills (Brynin & Longhi, 2007). So, job mobility can be viewed as positive for individuals where it leads to progression, greater satisfaction and personal development, but negative if it is considered forced, unrewarding and involves a 'sense of loss' rather than development. Recent European research also found that in many countries, the most common way for people in low skilled employment to update their skills was by changing their jobs. Learning to learn and link continuing learning strategically to career development affects individuals' attitudes to continuing vocational learning (Brown et al., 2010).

121. Dr Hughes pointed out that the recent review of the UK's technological readiness indicates how the Government is examining ways of ensuring that the most disadvantaged young people are not left behind because they lack the technical facilities they need in their homes. There is equal concern about adults who are disadvantaged because they lack crucial digital life and work skills. It needs to be remembered, therefore, that there is a real danger that disadvantaged individuals, with a particular need for careers guidance support, will be excluded if service delivery comes to depend on access to ICT before national policies address the twin issues of digital infrastructure and digital user skills.

122. The Committee considered the issues facing those who are out of education and welcomes the on-going DEL Review of Economic Inactivity. The Committee welcomes the Review and waits with interest on the policy proposals that DEL will bring forward.

123. The Committee believes that as part of the Review of Economic Inactivity the Department should consider some of the issues raised by the responses to the Committee. In particular, for those individuals who are disengaged from education, training and employment, as pointed out by Gems NI and NIACRO, more needs to be done. As Gems NI pointed out in its evidence to the Committee on 6 February, "the majority of young people who have fallen through the net of mainstream educational pathways have limited experience with the Careers Service. They have either been deselected or have deselected themselves from the process, owing to issues and challenges facing them that are beyond the remit of the Careers Service."

Recommendation 7

The Committee recommends that the Department for Employment and Learning includes in its on-going Review of Economic Inactivity, the role the Careers Service should play in signposting those economically inactive into training, education and ultimately employment.

124. The Committee believes that there is a strong economic imperative for continuing to offer careers advice and guidance to those in employment given that the work environment is becoming more fluid and there are more possibilities that skill shortages will co-exist with high unemployment as some industries diminish and others which utilise a different set of skills increase.

125. The Committee would support the view of a representative of Colleges NI during its oral evidence on 5 December 2012:

> *"Perhaps the question is this: what is the point of careers advice? What are we trying to do? Are we trying to get people in to fill courses and classrooms? Are we trying to get them to get jobs, raise their hopes or make them more positive and look at things that perhaps they would not have considered? What is the purpose? Can we all agree what it is about? It is about not just qualifications and courses but jobs and raising esteem. How do we do it? Ask us, or any education provider, whether we know where all students go, what job they get if they get a job and how much they are getting paid. We know a lot, but we do not know the detail. To be able to answer that, and to say it to young people and parents, would take us a long way. That is my tuppence worth."*

126. In conclusion the Committee believes that careers advice has to be a continuum rather than a decision made at a fixed point in time which will have consequences which are too vast for any young person to have to make. The Committee agrees that year 12 is the year when a pupil needs to take career decisions seriously but believes that this should be the culmination of a process which starts in primary school.

Barriers to Careers Provision

127. An aspect of the terms of reference for the Inquiry was to identify barriers to accessing careers advice and guidance. Respondents were requested to provide evidence of any barriers they were aware of in accessing good careers advice and a number of organisations provided a range of examples of such barriers under a range of areas.

128. Action on Hearing Loss states that there are at least 483 young people with hearing loss in secondary or post-secondary education in Northern Ireland who may need assistance which is currently unavailable. They also point out that deaf and hard of hearing people of all ages may require the assistance of CEIAG services and often find it harder to access those services.

129. Action on Hearing Loss is concerned that providers of CEIAG do not see deaf and hard of hearing people as people who are going to have a career. Often, menial jobs such as shelf-stacking or hairdressing are suggested, when there is no reason why the service user should not be able to participate in further or higher education or work in higher-skilled employment.

130. Action on Hearing Loss recommends that organisations within the voluntary sector, such as Action on Hearing Loss and RNIB, could be funded to provide a better, more client-focussed service and points to its partnership with EGSA on an innovative and very successful project and that the mutual buy-in and excellent outcomes for service users could form a model for use with other types of disability.

131. In the evidence sessions Members of the Committee explored the services available to those with learning difficulties pointing out that in DEL and DE's Preparing for Success Strategy, young people with disabilities were to be given "high priority" for careers guidance work but that that "clearly is not the case and clearly is not working". In response NICSA representatives pointed out that there are problems of consistency regarding support for

those with learning disabilities in that some schools will provide good support and others will not.

132. NICCY highlighted its report on the Review of Transitions to Adult Services for Young People with Learning Disabilities and emphasised that the report identifies that there are gaps, weaknesses and inconsistencies in arrangements to support young people in their transition to adult services.

133. Sentinus raises concern about the gender imbalance in the STEM workforce and believes that significant resource should be deployed to make the sector more attractive to females. It also recommends that CEIAG policy should reflect the need to promote STEM careers to girls and inform them about the attractiveness of the sector, career opportunities and prospects for female employees.

134. The Institute of Physics also highlights the problems of gender imbalance particularly in the physical sciences and that, at present, girls only make up around 30% of the A-Level physics cohort. The Institute of Physics recommends that girls are given particular encouragement to consider their options in this area.

135. The Institute of Engineering and Technology also feel that there is a gender imbalance in some sectors, for example, technology where their latest "Engineering and Technology Skills and Demand in Industry" annual survey reports that currently the proportion of Technicians who are women is 4%, and the proportion of Engineers who are women is 6% and that a collaborative approach by Careers Teachers, DEL Careers Advisers and Northern Ireland technology Employers could help redress this sort of unnecessary career stereotyping to the advantage of future employers in these sectors and the Northern Ireland economy more widely.

136. The Committee welcomed the Minister for Employment and Learning's Oral Statement to the Northern Ireland Assembly on 4 June 2013 in which he raised the issues of gender imbalance in employment, learning and skills and his Department's work to address these trends.

137. Stakeholders were asked to identify and geographical barriers to receiving good Careers advice and whether there was an urban/rural divide. In its response the South Eastern Regional College advised that it is not aware of any pronounced difference between rural areas such as Downpatrick and Newcastle, and urban areas like Lisburn and Bangor in relation to the availability of Careers Service NI advisers or access to CEIAG.

138. The Institute of Physics also feels that there does not appear to be a significant difference between careers service provision in urban and rural areas.

139. The Committee understands that the cost of staying in education after school can be extensive but is concerned that the financial implications of further and higher education should not prevent participation due to a fear of debt.

Recommendation 8

The Committee recommends that the Department for Employment and Learning ensures that practical financial advice is provided to potential and current students to ensure that the door to further education and higher education is not closed to individuals due to its cost.

140. The Institute of Engineering and Technology also point out that in its experience of Northern Ireland higher education establishments both Urban and Rural area STEM course candidates are generally of equal ability.

141. The CBI also feel that better use of technology will mitigate against localised / rural variation and will ensure that a consistent and high quality service is being delivered for all.

142. In addition, the Open University pointed out that in the last academic year, over 5000 students who called into its Belfast office received advice and guidance relating to module choice, qualification choice and therefore would link to and underpin any detailed careers follow up. The University advises that its CEIAG is publicly accessible on a continual basis to all enquirers in Northern Ireland through its website and individuals can also email and telephone its office to access general advisory service and careers service and therefore rural areas are not disadvantaged in accessing its services.

143. The NUS-USI has concerns regarding access to careers advice for those involved in more flexible education courses such as evening classes and that due to services potentially not being open at times when people are on campus the Union recommends that consideration must be given as to how to meet the needs of people in flexible study.

144. The importance of finance for learning advice was recognised in the DE Lifelong Learning Strategy (1999) when resources were made available for an Adult Learner Finance Project (ALFP) delivered by EGSA in partnership with NUS/USI.

145. However DEL discontinued the funding for this service in 2009 although the submission from EGSA states that the demand for the service is still very much evident. While EGSA was able to offer ad hoc support to a small number of individuals through their financial capability project (funded by Lloyds Banking Group) last year, the loss of the service in providing professional development, resources and specialist advice to student finance officers and careers advisers in the FE and wider advice sector is evident in the requests for support they continue to receive.

146. EGSA recommended that specialist advice and guidance on finance for learning should be provided to support adult learners seeking to engage in further and higher education, particularly in the light of on-going and forthcoming welfare reform. This resource is crucial to help adults make effective decisions on affordability of learning and to help them where necessary choose alternative routes should finance be a barrier to progression.

Recommendation 9

The Committee recommends that the Department for Employment and Learning develops an integrated network of support for those with learning difficulties to engage in work, whether through grant schemes for employers or through mentoring schemes and that the Department should investigate best practice in other jurisdictions.

Recommendation 10

The Committee recommends that the Department for Employment and Learning and Department of Education develop a strategy, including the setting of targets for how they will increase the number of female students going into STEM based careers.

Promoting STEM Subjects

147. Following on from the request by business representatives that individuals should have the appropriate “soft” skills to undertake work, so too there was a request that individuals leaving education should have the “hard” skills and technical aptitude to work in an increasingly technological employment base. A number of organisations made submissions which emphasised the importance of Science, Technology, Engineering and Maths (the STEM subjects) in the employment market and how this should be acknowledged in the curriculum and careers advice.

148. W5 highlights recent research from the CBI which indicates that 42% of firms seeking to recruit employees with STEM skills currently have difficulty recruiting staff, with many employers believing the government needs to help tackle future skills shortages by promoting maths and science more effectively in schools.

149. Similarly, Sentinus believes that the STEM subjects should be a central theme of any CEIAG policy for Northern Ireland arguing that it is widely recognised that they will play a significant role in the realignment of the region's economy and that employers are experiencing critical shortages of appropriately STEM skilled and qualified personnel.

150. Sentinus believes that every pupil, from Key Stage 1 to Post 16 and beyond, should have opportunities throughout their educational career to learn about careers specifically in the STEM sector and believes that this should include a continuum of age appropriate programmes, which provide appropriate hands on activity, on-site engagement in the STEM workplace and industry involvement with schools and young people at all levels.

151. An example of the approach suggested by Sentinus is outlined by Young Enterprise Northern Ireland (YENI) which highlights that its programmes, which start at age 5, take students on a story-based journey exploring the world of work, saving, earning, decision making and teamwork and has programmes for each year at school, culminating in its flagship 'Company' and 'Team' Programmes which enable over 1,500 15-19 year olds to run their own real companies for a year with help from business mentors. YENI argues that this 'learning by doing' approach provides the young people involved with a hands on understanding of different careers involved within a business, and how their academic learning is applied in the world of work.

152. YENI believes that career options should be kept open as long as possible, for example, by keeping science in general, and mathematics in particular (as well as English), as part of formal education throughout a student's secondary education. Clearly this needs reflecting in the curriculum and facilitating in timetabling at schools.

153. The Institute of Physics feel that it is essential for all schools to have an integrated approach to providing STEM careers advice, with science teachers, career advisors, industry partnerships and professional bodies all playing a significant role. It cites a report for the Department of Education in England called 'Good *Timing: Implementing a STEM careers strategy for secondary schools':*

- The importance of 'buy-in' from the school's senior management – i.e. reward and recognition for achievement in developing good STEM career education practice in the school, and commitment of resources.
- Continuing professional development for STEM subject teachers as well as for career advisors that builds their knowledge and understanding of career options and the labour market.

154. The Institute also points out that within the Learning for Life and Work section of the curriculum, there is scope for ensuring a well-planned, cohesive approach to STEM career guidance with inclusion of elements such as; students learning how to research career information, interaction with local industry and using school alumni in the STEM area to give talks.

155. The Northern Ireland Skills Sector Council Network (NISSCN) is in agreement with these points and recommends that STEM teachers should spend a period of time within industry, gaining visibility and knowledge of the career opportunities available within that sector and that this would enable the STEM teachers to give accurate information and advice relating to the industrial application of the syllabus/curriculum.

156. The Institute of E&T points out that to avoid career "comfort zone bias" during secondary and tertiary education careers teaching should involve a team of teachers covering at least science, arts and sports disciplines. The Institute also points out that many Careers Teachers are from arts or sports disciplines and so lack empathy with technically orientated students. It emphasises that STEM skills within a flexible workforce are seen as having high importance for the Northern Ireland economy to attract Foreign Direct Investment and reinforce wealth creation and employment though manufacturing.

157. The Institute of Physics points out that, given the non-traditional nature of careers in STEM, it is essential that parents should also be informed about the options, particularly in relation to salaries and career progression in this area.

158. The Committee acknowledges the excellent efforts being made in relation to STEM and welcomes the anecdotal evidence that the schools are being proactive. It notes the comment of an ETI representative during the joint Departmental evidence session on 10 October 2012; "In s*chools interpreting the curriculum in a broader way and keeping doors open, we are now coming across examples. For example, last week, I was inspecting in a non-selective school where all pupils now take GCSE science. That is a very specific, deliberate effort to keep those doors open for their pupils."*

159. One of the discussions on-going in Scotland is whether new Primary School teachers should have a science higher qualification to make them more comfortable in teaching science.

Early Intervention and the Right Intervention

160. CCEA point out that intervention in career choices has to happen as early as possible and that, although careers education is not specified in the primary curriculum, at Key Stages 1 & 2 children develop an understanding of the world of work and, at age-appropriate levels, are taught the concept of economy and business in the community is introduced and encouraged.

161. MATRIX suggests that a major resource is not required at primary level, but that there needs to be clarity on what post-primary schools offer pupils in terms of development and teaching quality.

162. The Institute of Physics states that even at primary school level it is important that students and their parents should be aware of the importance of access to STEM education, particularly when it comes to making choices about post-primary schools.

163. They highlight that such information is particularly important with the on-going changes in Northern Ireland in relation to school transfer procedures. At present over 90% of students taking physics at A-Level are in grammar schools. However it is likely that in the future, students who would previously have gone automatically to a grammar school, based on academic selection, may well find themselves choosing schools on other criteria and it is essential that careers advice is available at primary level to parents on these issues.

164. The Institute of Engineering and Technology feel that careers advice is seldom mapped to local economic need and that smart careers advice should start 5 -10 years before the candidate enters the workforce.

165. Gems NI have suggested that CIEAG should be introduced at primary year 6 and year 7 e.g. taster days, field trips, employer visits and work experience.

166. In its oral evidence to the Committee on 6 February, in response to Members questions, Gems NI said that careers provision "needs to start a lot earlier".

> *"It needs to start in mid-primary school or even earlier. We have children who cannot read. We have young people in schools who come from workless households or households with inter-generational issues and challenges. Traditionally, the school has a very middle-class model of elaborated language, codes and other things, so, first, there is a need to teach our teachers entrepreneurial competencies and skills and, secondly, to see careers guidance have a proper place in the curriculum alongside such subjects as maths and English. If we cannot up the confidence in life skills and support for our young people, where do they go when they reach transitions? They make their choices for GCSEs when they are 13, and some children are already lost at that stage."*

167. Dr Hughes in her submission, referred to research which suggests that young people's educational intentions are fixed early and that what they say at the age of 11 is highly predictive of their actual behaviour at 16. Children aged 9-13 begin the progressive

elimination of career and learning alternatives, beginning to dismiss a large range of occupations for being the wrong 'sex-type', at unacceptably low or high levels, or beyond their capabilities. They go on to point out that although this eases the burden of choice, it also closes off potential avenues by limiting possible experiences and educational choices.

168. A number of submissions emphasise the importance of choosing the right subjects for particular careers and that careers input is vital at those times when young people are choosing subjects. For instance MATRIX recommends that, at post-primary level, it is important that advice and information is timed to fully inform decision-making and suggests that CEIAG should be offered when students are choosing their subjects and career pathway.

169. During the joint briefing to the Committee on 10 October by DE and DEL, a representative of DEL stated that "There is an issue that, at year 10, we are talking to just over 50% of those pupils. We have a drive to try to increase that because that is a crucial stage in decision-making at a time when young people are choosing subjects." However during the same briefing the DE official advised the Committee that DE "want to keep options open at Key Stage 4. It is far too early to narrow your options at the age of 14. It is more likely that people will know what they are doing at 16. They can narrow their options then. We do not mind them tasting and testing occupational areas through occupational skills courses, but we advise them to try to keep their options open so that all routes — scientific, academic or whatever — are open to them at that stage."

170. The Institute of Engineering and Technology (IET) points out in its submission, that there are a number of key transitional stages in a student's formal education when appropriate CEIAG delivery has particular importance and where early intervention is paramount. These stages are:

a. Year 7 – prior to venturing to post-primary education

b. Year 8 – as part of the GCSE "Learning for Life and Work" using DEL Career Advisers for the Employability module, backed-up by Industry representatives

c. Year 10 – making GCSE choices

d. Year 12 – stage of progressing to A-Levels, FE and Apprenticeship routes

e. Year 13/14 – stage of progressing to HE, Apprenticeships or work

171. The CBI voice the concern of many of its members, that too many young people are limiting their career options by dropping key subjects at GCSE and A-level stage and it advises that young people need to understand the full range of routes open to them and the knowledge, skills and attitude they will need to access these routes.

172. The Committee's survey of school pupils asked pupils to indicate at what age their formal jobs and careers advice began in school. The responses showed that for 28% it began in year 8, 5% said in year 9, 30% said year 10, 21% year 11 and 24% in year 12.

173. The IET also makes the point that as well as those in schools, CEIAG is also needed for those individuals in college, university or training who have chosen career paths and are trying to develop their employability and also for those who are unemployed, or have dropped out of training or individuals facing redundancy who need motivated to re-engage with education, retraining or alternative career paths.

174. Mark Devenney, in his submission, explains that school work for a Careers Adviser begins in September with the 'negotiating' of the Service Level Agreement between the school and the Careers Service. He advises that there is a menu of services on offer, although in the majority of cases there is a strong focus on Year 12 pupils and that this consists of talks, presentations and individual guidance interviews. Mr Devenney points out that Years 10, 13 and 14 are usually seen in group talks and referral for individual interviews takes place on a request basis. He also points out that Careers Advisers will agree to take part in other school

activities such as 'Option Days', Parents Evenings and Careers Conventions and that the 'careers education' element of CEIAG is left very much to the school to deliver.

175. Mr Devenney advises that there are strict guidelines issued to Careers Advisers not to get involved in issues such as UCAS Applications, Work Experience provision and coordination, Careers Education classes, Student Finance, etc. as these are deemed to be within the bailiwick of the school. He points out that information and advice delivery is a very 'grey' area as to who carries out what and that it is difficult for a careers adviser to 'pull back' from dealing with a young person by saying "I am sorry but this is not my responsibility" and that it leads to confusion in a lot of case, because the young person and parents do not understand how a 'Careers Professional' can only carry out certain aspects of CEIAG.

176. During the oral evidence sessions the Committee asked a series of questions regarding the best stage in a child's school life to initiate careers interventions. The Committee agrees with the various organisations that advocate early intervention. It recognises the good work that has been carried out by the Department of Education and schools regarding the primary school curriculum and the efforts made to introduce children to the world of work. The Committee also recognises the efforts made to introduce STEM subjects to primary school children and to imbue them with a keen sense of wonder, inquisitiveness and exploration and congratulates the organisations such as Sentinus that engage with schools to bring the world of science to school children.

177. The Committee is conscious that in making recommendations on the future of careers provision, it is a balancing act to avoid offering suggestions on the wider school curriculum.

Recommendation 11

The Committee recommends that the Department of Education considers expanding the approach it currently takes with STEM to provide more career insights and exposure to the world of business and entrepreneurship.

178. However both DEL and DE must be measured by results. A lot of resource has been channelled into promoting STEM; however, the figures received from the Department of Education do not show a significant increase in uptake over the 5 years from 2004/05 to 2011/12. During the joint departmental briefing on 10 October 2012, the Committee requested this information as evidence of the impact of this work and the response showed that 37% of A level entries were to STEM subjects in 04/05 and that this rose to 40.4% in 2011/12.

179. The Committee believes that given that this is made up of mainly incremental gains (and some incremental decreases) across a range of 9 STEM subjects, this has not been a significant impact for such a concerted effort.

Recommendation 12

The Committee recommends that the Department of Education reviews its programmes to improve the uptake in STEM subjects as it is unable to provide clear evidence of its success.

180. The Committee also considered, in the oral evidence sessions, the conflict between the aim of the Entitlement Framework; recognising every students right to be offered choice and options across the curriculum, and the need to produce a cohort of individuals who, on leaving education, have the appropriate skills to gain employment and to grow the economy. The Committee has discussed this issue with all the stakeholders and are concerned that the "skills gap" despite being widely acknowledged as a problem does not seem to be decreasing. The Committee noted the various efforts on the part of DE and DEL and their partners to promote the STEM agenda to create "work ready" students. However the Committee believes that there still exists a disjoint between this and the ethos of the Entitlement Framework.

Recommendation 13

The Committee recommends that the Department for Employment and Learning and the Department of Education must develop outcome measures to enable the Assembly and the wider public to evaluate success in promoting work relevant areas, particularly STEM, and to provide a level of assurance that the whole education system is responsive to the needs of the Economy.

Recommendation 14

The Committee recommends that the Department of Education explores ways that all schools are adequately resourced with the necessary equipment to promote and facilitate the teaching of STEM subjects.

Providing Information

Accessing Information

181. Following on from the previous section, most of the submissions received, highlighted the importance of good information in careers provision and in making career and educational decisions. For instance, E-Skills UK highlights that students, teachers, careers advisors and parents have limited knowledge of careers and different pathways to those careers. E-Skills UK points out that students need to understand the opportunities in Northern Ireland, particularly in the key and growing sectors such as IT (as identified by the NI Advisor on Employment and Skills and DEL).

182. Dr Hughes also advised that many young people from a wide range of socio-economic and cultural groups have indicated that specialist knowledge on labour market opportunities, potential career routes, and access to both 'formal' and 'informal' learning opportunities is expected. The Institute for Employment Research (IER), Warwick University cite research conducted on behalf of the Learning & Skills Council (2002) that indicated that more than half (54%) of parents questioned did not know what options are available to their children when they leave school, and 70% feared broaching the subject because their attempts to do so lead to arguments.

183. The CBI holds the view that there is a lack of understanding in the school sector about vocational and professional / technical routes. The primary focus is on University progression and no alternative to post 16 provision is promoted. It points to anecdotal evidence that grammar schools in particular, will often not allow Further Education college careers advisers to come and make presentations, even though Colleges can often provide a cheaper and more effective route to employment at Higher Education level. The primary reason being; fear of losing post-16 learners to vocational programmes.

184. MATRIX also recommends that more emphasis be placed on vocational options, particularly for post-GSCE stage students and that all career options need to be marketed and "sold" to potential students (and parents / guardians) as viable options.

185. E-Skills UK believes that students also need to understand how to get into these jobs (progression routes) and for students to be provided with up to date and useful information on careers. However they conclude that, currently, there are too few resources that truly engage young people and CEIAG needs to be delivered in more innovative and appealing ways.

186. W5, in its submission, agreed that a limitation in knowledge of career opportunities, along with a lack of exposure to business and financial resources, hampers CEIAG provision.

187. The Belfast Metropolitan College agrees that young people and adults need the right information at the right time. It states that information and advice about learning and work can come from a variety of sources including parents, teachers, careers advisers, the internet, colleges, universities and other public services. Young people particularly value

informal sources of advice. However, the College cites evidence which suggests that people from disadvantaged backgrounds are less likely to receive informal careers advice from family and social networks.

188. The CBI believes that the aim of providing impartial and independent advice must mean that young people receive advice and guidance about all the options that are open to them. The CBI feels that schools tend to focus on more traditional routes of learning and career development, such as A-levels and university, and that there is a perception that only those with the lowest grades were given the option to undertake an apprenticeship. The perception that A-levels and university are the only routes to a successful career must be challenged.

189. The NISSCN points out that information is soon out of date and believes there is further need for collaboration and partnership between teachers, DEL Career Advisers and Employers to ensure that information is relevant and current in terms of sectoral trends, current economic climate and skill shortages.

190. Creative & Cultural Skills emphasise that career advisors should have the tools to give young people knowledge on occupations, direct from industry sources and that it has developed a range of websites for advancing in the creative and cultural industries and cites the "Creative Choices" website which receives over 80,000 visits a month. It points out that, because the information and tools on this website have been developed either by, or with the creative sector, it allows information on careers and the workforce to be constantly updated with the latest insight from industry, rather than remaining unresponsive to change. The Creative & Cultural Skills recommends that:

- *Careers Service should meet with all Sector Skills Councils once a year to update advisors on careers developments and to build a greater understanding of job opportunities within industries.*
- *Careers advisors should accurately signpost industry endorsed and developed resources that are available for young people in a variety of sectors. While it may be impossible to be a specialist in all careers areas, advisors should be able to have the tools to provide detailed information to learners.*

191. E-Skills UK believes that factsheets have been a successful information tool. The 2 page fact sheets developed in collaboration with DEL careers service provide summaries for use by Careers Advisors. They were first produced in 2009 with minimal funding and updated free of charge in March 2011. Using Labour Market Intelligence, these factsheets were produced to a standard format, covering the major sectors of the economy. E-Skills UK point to feedback from DEL which suggests that the factsheets were invaluable to careers advisors and their clients. E-Skills UK state that 280 IT sector factsheets were disseminated to post primary schools in NI and nearly 9,000 factsheets (all sectors) were downloaded between June 2010 and May 2011 but that these factsheets have not been updated.

192. Skills for Justice points out that in 2009 it was funded by DEL to develop a Careers website providing useful information about the justice sector. The website was developed with justice sector employers and it provides factsheets, case studies, interviews and Pathway maps. Skills for Justice points out that this is a very helpful tool for existing and potential employees in the sector but again, as with E Skills UK, it is only useful if the information is up to date and accurate and is something that requires on-going work to review the content.

193. Skills for Justice also highlights the recent launch of its careers pathways website for England and Wales as an ideal model.

194. The Northern Ireland Science Park believes that there needs to be a careers information portal targeted for teachers and parents but accessible to young people.

195. Creative & Cultural Skills on the other hand advises that online materials should not replace face-to-face careers services, but they are a vital tool in delivering in-depth knowledge and

industry advice, particularly in situations when careers advisors are trained primarily to provide generic advice.

196. The CBI suggest that a Northern Ireland version of the "my world of work" careers website should be established as it is government hosted but business-led in terms of content and would provide the majority of 'tech savvy' young people with relevant careers guidance.

197. CBI also points out that although DEL provides impartial careers assistance, it is not a primary port of call for post-16 year olds with mid to high academic attainment. The use of web based information by this cohort of learner is not fully understood and DEL is not adapting to this new type of demand, instead opting for telephone or waiting for personal contact.

198. The CBI believes that the Careers Service should provide young people with a full spectrum of all available options which should also include starting your own business, apprenticeship and school leaver programs led by business.

199. YENI emphasises the role of parents and encourages the planned focus of increasing the level of parental understanding of the careers opportunities, to provide a meaningful platform for discussion between parents and young people in careers choices. YENI notes that the skills young people develop at school to use the careers website to identify opportunities & forward plan requirements, could be shared with their parents, and allow them to replicate this process independently in adult life.

200. The Institute of Engineering and Technology gives some examples of the type of information that should be offered, advising that there is a need to talk about rewards and lifestyles within careers as these aspects are important to students. Examples of career paths should portray likely lifestyle images. Also parents as well as students need to be informed about the career possibilities as they play a key decision-making and influencing role in the career choices of their children. The Institute of Engineering and Technology recommends that Careers Services at schools should ensure both pupils and parents are invited to careers fairs and exhibitions in school and encourage participation at university/further education careers fairs, information days and other events.

201. A number of the issues raised regarding the provision of information, such as Labour Market Intelligence, online information and information links are dealt with separately in the report. However in considering this issue, of accessing information, the Committee was focused particularly on the role of parents in careers advice.

202. The Committee heard from a range of witnesses during the oral evidence sessions that the role of parents is a large factor. Committee Members and witnesses alike were aware of examples of where the parents' views on the professions and on education meant that they focused their children on career paths that meant that going to university was a goal in itself and that the careers to strive for were those of teaching, medicine and law.

203. In considering the conundrum of high youth unemployment alongside a skills shortage, the Committee asked DE and DEL officials, who most influences the decision making of children and young people and were advised that parents are the main influence. DEL also advised that it was developing guidance for Parents which it has now published. DEL advised that "The first part of that is about looking at what will be the career opportunities in the future and trying to encourage parents to think beyond the professions of doctor and lawyer to see that science subjects can lead to many other opportunities."

204. The ETI representative went on to say that there is a cultural conservatism in parents in Northern Ireland which makes it difficult to breakdown the emphasis on the established professions. "There is no doubt that many parents see success for their child as being entry into those professions. There is a job of work to do in informing parents about the opportunities that exist."

205. The Committee surveys asked students to rank in order of importance the important factors in making decisions about careers. For school, college and university students their "interests" were most important followed by their "personal ability". For school and college students the third and fourth choices were "employment prospects" and "financial stability" respectively. This question also showed that advice from family and friends was less important.

206. The Committee has noted that such schemes can complete the circle of knowledge sharing, horizon scanning, and motivating students as well as in some instances having a positive impact on funding and the availability of technology to students.

207. The Committee agrees with a number of stakeholders that the current website is cumbersome and difficult to navigate.

Recommendation 15

The Committee recommends that the Department for Employment and Learning establishes an inclusive and fit for purpose Careers website such as the My World of Work site in Scotland or the Careers Portal in the Republic of Ireland.

208. The Committee asked a number of witnesses what engagement they had with the parents of students to ensure that the correct information was getting through about career routes. The Committee also requested information from DE and DEL on whether there was an effective strategy for engaging with parents. DEL advised that careers advisors attend parents' events and cited the guide for parents while DE pointed out that the Minister for Education has launched the Education Works advertising campaign to engage with parents.

209. The Committee believes that a more concerted effort is needed to have a conversation with parents about their child's career options. It has noted that this conversation has not happened although there is now a realisation on all sides that this is a matter that needs to be tackled.

Recommendation 16

The Committee recommends that the Department for Employment and Learning and the Department of Education as part of its new careers strategy develops an action plan for providing information for parents and to engage with parents to ensure that the advice and encouragement they offer their children is informed and that the Department for Employment and Learning and the Department of Education develop a parents portal on the Careers Service website.

Labour Market Intelligence

210. As already discussed, making good career decisions is predicated on the availability of information and many of the submissions emphasised the importance Labour Market Intelligence (LMI) which is accurate and timely information on the current labour market and forecasts for the future based on expert analysis. For example the Northern Ireland Science Park recommends that better information is provided on the state of the economy, job market and emerging industrial trends so that teachers, parents, and young people can make properly informed judgements and that DEL must work in conjunction with those who provide the economic information and forecasts i.e. DETI and bank economists. If resourced to do so, all who provide economic visions, such as the Science Park, MATRIX, CBI, Institute of Directors and the Northern Ireland Chamber of Commerce could be encouraged to make their work easily digestible for each cadre of young people, their teachers and parents to provide a respected source of information as to the market for jobs in different sectors.

Creative and Cultural Skills (CCS) advise that an important part of the process of delivering accurate Careers Information, Advice and Guidance is the use of LMI and that careers

services should be accurately informed by statistical data which provides the most in-depth detail on the labour force. CCS gives the following example of its application:

> *53 of designers in Northern Ireland are qualified to at least level 4 (equivalent of foundation degree). It is therefore of direct importance to careers advisors that young people know the risks associated with taking alternative routes towards a qualification in that field.*

211. CCS also advise that online services should be used to disseminate the most up to date statistical data available, including forecasting data which may look at the likely areas of expansion and replacement demand for roles in a number of sectors. The challenge for careers advice, both online and delivered in person, is making complex data relevant to the challenges facing young people in having choice.

212. E-skills UK also advise that CEIAG should be based on labour market intelligence that provides a current and future 'whole sector' view and aggregates employer demand as this would make it easier for schools, employers and universities to engage using the same evidence base.

213. The CBI believe that more emphasis should be placed on data that shows the link between courses studied and employment outcomes, including salaries and that this would inform careers staff on the relevance of course and qualifications in relation to employment.

214. The Institute of Physics believes that the provision of and access to labour market information is a key requirement for all involved in careers education and offers its assistance in the collection and dissemination of such information.

215. The Institute suggests that there is a need for easily accessible, accurate, up-to-date information on salaries which is not captured by reports on recent graduates which generally do not reflect salaries five-ten years after graduation when salaries for highly qualified scientists are rising significantly.

216. The Northern Ireland Sector Skills Council Network (NISSCN) points out that the sector-specific LMI Career Fact-sheets are worthy of particular note as, up until March 2011, DEL worked with the Sector Skills Councils to produce them and they provided, what the Network believed to be, an efficient and valuable tool for CEIAG. They complemented the on-going development of the Careers Service at the time and were a contextualised version of wider UK and LMI research, localised and made relevant for the workforce of Northern Ireland. The Sector fact-sheets contained up-to-date information on: sector overview and prospects; specific occupations within the industry; entry level skills and entry requirements; current vacancies and skill shortages.

217. The Network is concerned that without a significant and focused emphasis on LMI, particularly in the area of youth unemployment that the delivery of the CEIAG strategy will be negatively impacted on as it will create a barrier to accessible, appropriate LMI.

218. NISSCN recommends the reinstatement of the main services previously offered as part of its core SSC role and which mainly relate to improving the efficiency of CEAIG information through the harnessing of LMI produced by SSCs.

219. Skills for Justice also recognise the benefits of accurate and up to date information that is easily available and accessible and understand that there are challenges involved in this ambition, as well as the potential risks of a disjointed approach. It points out that it develops Labour Market Intelligence and Information (LMII) which provides a deeper understanding of the nature of the labour market and that this improves the career decision-making skills of young people and adults.

220. Skills for Justice point out that LMI is developed in consultation with employers and therefore is a reliable source of information about what employers look for when recruiting. They point out that LMI will significantly affect the choices an individual will make in terms of their

learning and development and that the Careers Service for Northern Ireland is clearly the most suitable place for a central hub of information but that this information must be reliable. Skills for Justice recommend that LMI, developed and produced by Sector Skills Councils, should be a key component of the information and advice provided.

221. MATRIX point out that foresight and horizon scanning should play a key part in CEIAG and that having the appropriate skills for future market needs is critical for the future prosperity and growth of the Northern Ireland economy.

222. The Committee agreed that good LMI is a fundamental building block toward improved careers provision and is encouraged that DEL are aware of this and are working to make it more accessible. In its oral evidence, DEL advised that "In the past couple of years in particular, our emphasis has moved much more towards introducing labour market information; letting young people know about the priority skills areas and where future opportunities lie. That is a change in direction. It has always been there but not to the forefront as it is now."

223. The Committee also noted the comments of the ETI representative pointing out that ETI "have good evidence from inspection activities that labour market intelligence is starting to be used in determining what opportunities there are for young people, and that, in turn, informs the school or area learning community's curriculum offer to those pupils."

224. In follow up correspondence DEL also pointed out that "Harnessing labour market information" in an area of work being implemented as part of the Preparing for Success Strategy and is being taken forward as a project under the Skills Strategy and involves enhancement of the Careers Service website and increased use of technology.

225. The Committee agrees with the point made by Colleges NI in its oral evidence to the Committee on 5 December 2012, that all parties need to look at the labour market intelligence and filter that through to ask what the right qualifications are that lead to those career opportunities in the current marketplace. The Committee welcomes the on-going work by the Northern Ireland Careers Service in this area which has joined Skills Development Scotland and Career Choices Dewis Gyrfa (Wales) working in partnership with the Institute for Employment Research, Warwick University to develop staff training and customised LMI resources.

226. The Committee would draw to DEL's attention the criticism of the CBI that LMI is key to a successful careers strategy but goes on to point out that "If you go to the DEL website you will find labour market information, but it is hidden away in a little box labelled "statistical information"." The CBI goes on to list the areas where it believes jobs will be in 2020 and notes that this information is not being made available to young people making career decisions and their parents.

227. The Committee would also draw the Department's attention to the study carried out on behalf of the Education and Employers Taskforce entitled "Nothing in Common: The career aspirations of young Britons mapped against projected labour market demand (2010-2020)". The study asks the Question: is there any alignment between the career aspirations of young people, aged between 13 and 18 and the best estimates of actual demand within the current and future British labour market. The report was published in March 2013 and shows a misalignment between pupil career aspirations and where jobs actually exist and are forecast to exist. For instance, 10.6% of the population are employed in Manufacturing but none of the students sample had this sector as a preference in their career choices. Additionally, 3.1% of pupils had a career preference for Banking, Finance and Insurance while over 21% of jobs were in this sector. The converse of this was over 46% of pupils had identified careers preferences outside of the main sectors (others) and these areas only constituted 5.4% of jobs.

228. As the author's explain, what this means is that for young people, misalignment in the character of ambitions and the availability of realistic employment prospects makes it much less likely that they will experience smooth school-to-work transitions.

229. The Committee is concerned at the continuing inability to close skills gaps and sees that LMI is pivotal in addressing this issue.

230. The Committee surveys asked students to rank how useful the sources of information were in helping them make decisions about their career. For those at school and college, careers advisors and careers websites were ranked first and second followed by other online services and Career factsheets respectively. Friends and Family and Visits from Businesses were ranked last. University students were similar in their responses except for the fact that Friends and Family were ranked first and then the other categories.

Recommendation 17

The Committee recommends that the Department for Employment and Learning increases its efforts to make Labour Market Information more accessible and develops a more joined-up approach to information sharing between itself and other key stakeholders to enable it to collate, analyse and disseminate quality information.

Engaging with Business

An integrated approach

231. As evidenced by the Committee's consideration of Labour Market Information, a joined up approach and good communication is vital to the provision of a successful careers strategy. Many of the respondents to the Inquiry pointed out that there are a range of careers providers but no joined up approach. For instance W5 points out that the absence of a joined up approach leads to duplication of effort within some areas, a lack of provision in others, and to the confusion and disengagement of teachers as there are too many initiatives and too many programmes that they are supposed to get involved with that it becomes a problem rather than a solution.

232. W5 advocates a focused approach involving employers, schools, sector skills councils, training providers and educational establishments to assess existing provision and to identify a clear strategy going forward that reflects all parties engagement with CEIAG.

233. The Institute of Engineering and Technology points out that labour market information can quickly become outdated and to combat this requires close and frequent collaboration and partnerships between Careers Teachers, DEL Career Advisers and Northern Ireland employers, so that the information delivered is up-to-date in terms of sectorial trends, the current economic climate, and identified skill shortages.

234. The CBI also advocates a unified approach across DEL Careers, schools and FE/HE careers offices to ensure that young people receive high quality, impartial advice that will ultimately deliver successful job outcomes.

235. MATRIX believes that across all CEAIG, a strong culture of collaboration with the private sector is needed which could involve, for example, industry leaders visiting schools, or taking students on industrial site visits.

236. Queen's University Belfast highlights its partnership model of career's delivery, which, as well as internal links between careers advisors, academic with expert knowledge, information specialists and employer engagement officers, it involves a wide range of external stakeholders who contribute to the employability and development of students both within and outside the curriculum including staff from Queen's University Belfast Students'

Union involved in volunteering and entrepreneurship, alumni and employers providing work experience opportunities.

237. Dr Hughes pointed out that Northern Ireland has many indigenous companies whose activities impact on the supply chain and, as a consequence, improved social partnerships designed to improve understanding of labour market information and intelligence (particularly at a regional and local level) have become increasingly essential.

238. Dr Hughes believes that this resource is pivotal to high quality careers provision for all, especially those unemployed and disadvantaged. The role of external agencies working closely in partnership with schools, colleges and higher education institutions is central to ensuring that 'personalised services' operate in a coherent access framework for all young people (and adults).

239. Dr Hughes points out that the OECD (2004) promotes a partnership model and highlights the limitations of an exclusively school/college-based model of CEIAG delivery, which includes:

- a lack of impartiality, and tendency for schools to promote their own provision rather than vocational / academic college-or work-based routes;
- weak links with the labour market, and a tendency to view educational choices as an end in itself without attention to career adaptability and longer-term career resilience.
- inconsistency and ad hoc arrangements which, in the absence of strong policy levers, result on schools and colleges offering patchy provision both in extent and in quality.

240. The CBI highlight that one of the barriers to good career provision is a lack of awareness from schools on the importance of schools relations with business, with no clear mechanism existing to coordinate links.

241. The Belfast Metropolitan College believes that there are many opportunities for the further development of CEAIG provision including:

- Information Sharing between Job Centres and the College: Supporting the early re engagement of the recently unemployed with alternatives is important. The online streaming of educational opportunities to the recently unemployed and their early engagement with the education process merits creative exploration. Options include – direct web links to the College's provision triggered through the" signing on" process.
- Partnership between the Colleges, Schools, Higher Education and Industry. Such linkage would:
    - Inform Curriculum Managers on the employability potential of students progressing from College courses at all levels.
    - Support the constant updating of staff knowledge and experience on current industrial practices thereby influencing course delivery methods, course contents and relevance to progression and employment.
    - Support the development of College student knowledge and experience of industry by providing guest speakers; joint staffing of interview and job preparation panels; provision of work experience and placements.

242. The Committee notes that there are examples of good practice of specific links, for instance some schools, colleges and universities have well developed links with businesses or Careers Service or other bodies but that this is due to the informal links of individuals such as the passionate interest of some staff or links with ex pupils.

243. During its meeting in Derry/Londonderry on 12 June 2013, as part of the City of Culture events, the Committee heard evidence from School Employer Connections and the work that this organisation does to assist hundreds of students in the North West into work experience. The Committee noted the importance and value of good quality work experience to give students a feel for specific careers and what they may need to do to pursue these. The

Committee also noted the submission by Killicomaine Junior High School which highlighted that work experience and placements are not properly resourced in terms of time or planning due to an emphasis on academic achievement.

Recommendation 18

The Committee recommends that the Department of Education with the assistance of the Department for Employment and Learning reviews the resources provided to schools for delivering work experience, explores the feasibility of all post-primary schools delivering work experience for their students and evaluates the quality of these placements.

244. As well as advocating a more joined up approach, a number of organisations emphasised the role that the business community has to offer in feeding in to schools colleges and universities. E-Skills UK is of the opinion that teachers and careers advisors need more support and resources provided by industry to develop the knowledge and skills required to deliver CEIAG.

245. The CBI believes that business involvement is essential to achieving a step change in performance for careers advice. It argues that employers are uniquely placed to provide advice that is strongly grounded in the labour market, and to be able to inspire young people about working life and all the options that are open to them. Business recognises this responsibility and is ready to do more.

246. The W5 submission points out that while many businesses have stepped up their commitment to local schools and FE colleges, more than 60% of those surveyed would be willing to do more and cites the STEM Ambassadors Programme as a good example of how many STEM businesses are engaging with local schools, helping to support CEIAG.

247. The CBI also feels that, through their involvement in the delivery of careers advice and guidance, business could help counter negative perceptions and make sure that careers advisors are aware of the job opportunities available and the range of entry routes open to all young people. It believes that involving employers in the delivery of careers advice and guidance can help tackle problems, by grounding advice in the labour market to ensure that careers advisers have information that is up to date and relevant to young people and that employers can work with schools to meet their self-identified needs such as showing the benefits that accrue from pursuing vocational routes such as apprenticeships, or the thirst amongst employers for people with STEM skills and the rewarding career pathways these skills open up.

248. The CBI also points out that many businesses are already actively involved with schools and colleges but that this is on an ad hoc basis. It advises that its members would welcome a more consistent approach on how businesses can become involved in careers advice.

249. YENI points out that its own research shows that 99.34% of students thought that it was important to learn about business and enterprise whilst still at school, demonstrating an interest from young people, providing the delivery mechanism is appropriate to their age group, and stimulates interest. The CBI feels that more needs to be done to encourage more young people to establish their own business as a potential career option.

250. Sentinus point out that through its Experiences of Work programme it offers schools the opportunity to access trained role models from a wide cross section of business, industry and public sector bodies to relate their career experiences to young people.

251. E-Skills UK also believes that there are too few real life role models from industry and lack of school-employer-university engagement as well as a lack of real work experience provision. Employers and universities are willing to engage with schools and find it easier to do so through a structured programme that delivers impact.

252. Sentinus believes that STEM based employers have a key role to play in promoting the sector as an attractive career.

253. The Northern Ireland Science Park believes that the use of Role Models should be considered to produce a cultural change. It believes that all schools, colleges etc. should be encouraged and supported to track their alumni in order to make role models of the most successful in all aspects of the world of work. There should be training in how to approach and to use possible role models and there should be a sharing of their names etc. to help rural low density populations balance out with larger populations.

254. It was clear to the Committee during its deliberations that providing good careers education, information advice and guidance is dependent on a wide range of stakeholders. The Committee, in its discussions, emphasised the importance of the Business Sector and requested further information from DE on the engagement between schools and companies. In response, DE advised that it does not formally record this information but has asked schools to provide it. DE also advised that it is currently exploring how employer engagement with schools could best be measured.

255. The Committee notes that most employer engagement in schools seems to be in the promotion of STEM subjects and in tackling skills shortages.

256. The Committee believes that there is scope for a more hands on approach by DEL in this matter. In the process of this Inquiry the Committee has been very impressed by the good will and efforts of help that it has received from a range of organisations including businesses. The CBI is a strong advocate for the involvement of business advising that "Business involvement is essential to achieving a step change in performance for careers advice. Employers are uniquely placed to provide advice that is strongly grounded in the labour market, and to be able to inspire young people about working life and all the options that are open to them."

257. The Committee supports the recommendation made by the CBI on this matter which identifies that "many businesses are already actively involved with schools and colleges but this is on an ad hoc basis. CBI members would welcome a more consistent approach on how businesses can become involved in careers advice by:

- Appointing Academic/Engagement offices
- Hosting school and college visits
- Providing quality work experience
- Hosting awareness days for parents and children on key priority sectors such as STEM
- Providing teacher placement opportunities
- Acting as role models to students

258. The Committee believes that, given the stretched work load of the Careers Service, that with a bit of organisation, this could be a resource which the Careers Service could offer on its menu of services. Instead of the careers advisor giving talks, that he/she could match schools and businesses for site visits or talks in schools, including talks from the businesses Human Resources representatives on job requirements and salaries etc.

Recommendation 19

The Committee recommends that the Department for Employment and Learning and the Department of Education, in developing better engagement between schools and businesses looks to introduce in schools a more consistent approach to promoting, organising and quality assuring work placements for students.

Recommendation 20

The Committee recommends that the Department for Employment and Learning and the Department of Education include in their planned Careers Strategy how engagement in career-related learning between schools and businesses can be improved.

Recommendation 21

The Committee recommends that the Department for Employment and Learning and the Department of Education should evaluate the good practise in the partnership models between schools and the private sector and the Voluntary/Community sectors for their feasibility in emphasising a more formal structure for partnerships between schools and businesses in Northern Ireland.

Improving Advice

Providing Quality Advice and Guidance

259. One of the Terms of Reference for the Inquiry was to; Assess *the process of professionalisation (in line with best practice) of those who deliver CEIAG, particularly in post primary schools & colleges including what training is available and how accessible it is. In r*esponse, a range of submissions to the Inquiry commented on this issue and pointed to the lack of trained and qualified staff in post primary schools.

260. For instance the only post primary school to respond to the Inquiry, Royal Belfast Academical Institute, advised that DEL should look to address the training needs and professional qualifications they or relevant bodies can offer staff for their professional development in Careers Guidance in schools.

261. So too, a range of organisations such as NICSA advise that, at present, there is no qualification available in Northern Ireland for CEIAG staff in schools, and that this has been the case for approximately 10 years.

262. Dr Hughes highlighted that a drive towards stronger professionalism is supported by international and emerging EU evidence. Recent international studies have indicated that a number of European countries are now making significant moves towards more specialised training. Career guidance sector in many countries is changing as career guidance becomes a separate practice and a distinct occupation, pushing the sector towards professionalisation.

263. The CBI submission highlighted that its members remain particularly concerned regarding the level of professional qualification of careers teachers and believe that careers staff should be well qualified and should operate to the national Matrix standard. Careers teachers in particular must achieve a minimum standard of qualification to ensure they can deliver high quality careers advice.

264. MATRIX makes the point that in Further and Higher Education in Northern Ireland careers provision is quite effective and that this is due in part to having professionally qualified staff to provide careers advice.

265. The Southern Regional College believe that there needs to be a suite of relevant Careers Qualifications accessible and available to all those delivering CEIAG.

266. Colleges NI points out that all of Northern Ireland's regional colleges offer professional CEIAG with dedicated teams of qualified staff and are all working towards or are accredited to the national Matrix Quality Standard which is a national quality standard for organisations delivering information, advice and guidance services for learning and work.

267. QUB points out that it requires its Careers Advisers to have high-level skills in career advice and guidance, and an increasingly sophisticated knowledge and understanding of the graduate labour market.

268. Queen's point out that professionalisation of those delivering CEIAG in Queen's is addressed in three ways:

- Accreditation of the Service
- Quality assurance
- Professional qualification of the staff

269. The Committee saw evidence of the good practice carried out by Colleges and Universities during its study visits to the South Eastern Regional College, Bangor Campus and the University of Ulster, Jordanstown Campus. During the visits the Committee received briefings from staff on the various services they offer to students, the links they have with business to insure courses are relevant and how they support employability skills.

270. In addition to the issue of qualifications for careers teachers there were also wider, professional, issues raised. For instance NICSA makes the criticism that there is no minimum or set criteria for the recruitment of a CEIAG professional in schools and colleges; that job descriptions and personnel specifications vary widely and that many positions for CEIAG co-ordinators/Heads of Careers are filled internally and this sometimes leads to teaching staff using the post as a "stepping stone" into senior management to enhance their own career.

271. Mr Devenney also makes this assertion in his submission, pointing out that many schools continue to appoint staff to deliver 'careers classes' who have had no relevant training and that Careers is still regarded as 'an add on' to 'main subjects'.

272. The Northern Ireland Science Park highlighted that it is the view of teachers that it asked that Careers and Personal Development are taught separately from the other subjects, rather than part of all subjects and that this has changed from the original intention. They suggest that this results in variation of performance depending on the background of particular careers advisors but generally the division of responsibility means that careers' material is not reaching subject teachers.

273. The solution put forward by organisations to these criticisms is an improved strategy for training for careers teachers. The CBI point out that this can be done while harnessing business involvement. The CBI points out that teachers are often the first port of call for many young people seeking advice on course or subject choices but may often have limited experience of the jobs market beyond the teaching profession, which necessarily places restrictions on the insight they are able to offer. In "Action for Jobs", the CBI recommended that, setting up a network of business exchange schemes, as part of teachers' on-going professional development, could go a long way to improving teachers' understanding and knowledge of the world of work.

274. NICSA also feels that training for CEIAG staff in schools and colleges is limited and inconsistent and that it will depend on local availability and the good will of principals to release careers teachers to attend events to update their own knowledge.

275. The University of Ulster also advises that there is a need, particularly for designated careers teachers within post primary schools, to have the necessary training and support to enable them to provide impartial and accurate careers advice about progression routes into and career paths from higher education programmes.

276. The Institute of Physics points out that, in post-primary schools, careers information is often given primarily by one careers teacher and that there is considerable variation in the background subject specialization of careers teachers and not all have a professional qualification in delivering careers education.

277. The Institute of Engineering and Technology agrees with these points adding that Careers Teachers seek to do their best in delivering advice that is within their own sphere of knowledge but understandably are reserved in career options where the discipline is foreign to them. For example, a Careers Teacher from an arts background may steer away from STEM based careers because of this lack of fundamental discipline familiarity which would mean they struggle to answer in depth candidate questions. The Institute makes the recommendation that Careers Teaching should involve a team of teachers covering at least science, arts and sports disciplines to avoid "career comfort zone" bias during secondary and tertiary education.

278. MATRIX suggests that, ideally, all CEIAG personnel should have some experience of non-teaching employment. Training of CEAIG personnel needs to have a mechanism to link it to foresight activities and future horizon scanning to help plan for future markets and employment opportunities.

279. The CBI believes that it is imperative that all careers staff within DEL, Schools and Colleges and Universities commit to continuous professional development and remain up to date with qualification types, progression routes and future employment opportunities.

280. The CBI argues that to help careers staff to advise pupils on pursuing careers in business and the skills and qualifications that employers' value they should be encouraged to undertake industry experience as part of their CPD to gain a fuller appreciation of business.

281. The Institute of Physics believes that CPD is clearly essential for all those involved in this area and that it should also include subject teachers who play a highly significant role in opening up the possibilities of STEM careers.

282. Sentinus agrees pointing out that for STEM subjects CEIAG should be delivered through the mechanism of "hands-on" experiences and that there is a clear need to provide CPD for teachers of Careers and STEM subjects to ensure they are able to inform young people about STEM careers and make classroom learning relevant. Sentinus believes that there is a clear need for teachers to have the opportunity to access continuing professional development in careers education and that as well as careers teachers having access to up to date STEM careers information, all STEM subject teachers should have it also to ensure that they can bring relevance to learning and place subject content within a real world context.

283. The Institute of Physics makes the point that given the rapid changes in this area, on-going professional development is essential for all involved in the provision of careers education and the Science Park also believes that every teacher should have a regular entitlement to deep immersion in a relevant business or industry, as part of their CPD.

284. E-Skills UK highlights it's 'Bring IT On' programme indicating that it delivered teacher and careers up-skilling in 2009 and 2010 and off-site National ICT days but that one of the barriers faced was in cost recovery for teacher day release and recommends that teachers and careers advisors should have an allocated day release for careers CPD.

285. EGSA also feel that specialist training and resources are also needed to support the continuing professional development of careers advisers and student support staff in further and higher education institutions and across the wider advice sector to enable them to deliver accurate information and advice to adult learners.

286. The Committee's consideration of this issue has pointed to evidence of a divergence of approach between DE and DEL. Colleges and Universities provided evidence of a professional approach to the issue of careers which was substantiated during the Committee study visits to the University of Ulster and the South Eastern College.

287. In addition in response to a written request by the Committee for further information following the oral briefing, DEL advised that its:

Careers advisers are professionally qualified and are members of the Institute of Careers Guidance. A requirement of this membership is adherence to the institute's code of ethics which includes a commitment to continuous professional development and accountability for their actions and advice to the public.

288. Whereas the approach by schools is less structured and more left to individual careers teachers and to how proactive they are. In a response to questions from the Committee on this issue the DE representative asserted:

For the careers teacher, of course there has to be, in their interaction with business and parents etc., a responsibility to keep informing themselves. Again, they are supported by the careers advisory service and the education and library boards that provide the training. Also, in the area learning communities, there is the opportunity for sharing good practice. Every single school is a member of an area learning community. You are right: it is a case of continually updating yourselves. I am sorry to bang on about it, but we say in our guidance to schools on the entitlement framework to take account of labour market information and priority skills areas. So, they do need to liaise with workforce forums, or something, that you get in the colleges.

289. Again, in a written response to the Committee, DE advises that there are a number of programmes to provide teachers with the opportunity to take up a work placement and the Committee commends this. However the Committee notes that these are all STEM related and none for other areas.

Recommendation 22

The Committee recommends that the Department for Employment and Learning works with haste to develop and introduce more qualifications in careers education, information, advice and guidance to Northern Ireland and that the Department of Education puts more emphasis on the delivery of careers education, information, advice and guidance to increase the number of experienced and qualified careers staff.

290. The Committee acknowledges that the Department of Education has commissioned the writing of 4 CPD modules to be rolled out to existing and new careers teachers and that this would support the needs that have been highlighted in the submissions to the Inquiry.

Recommendation 23

The Committee recommends that the Department of Education ensures that the 4 Continuous Professional Development modules that it is currently developing responds to criticisms raised by those who gave evidence to the Inquiry and that these modules are implemented as soon as possible.

Recommendation 24

The Committee also recommends that subject teachers are provided with specific Continuous Professional Development to ensure that they are aware of the realistic opportunities available to students in their subject area. The Committee believes that this could be facilitated and enhanced by better partnerships with the Business Sector.

Finance and Resources

291. The Terms of Reference asked consultees to provide their views on any impact there has been of the budget cuts on the delivery of CEIAG across Northern Ireland and any other resource issues. Of those who specifically responded on these issues there were a range of views.

292. Gems NI pointed out in its submission that if services are currently not meeting the needs of the population then the effects of further cuts would stretch across the entire demographic of Northern Ireland. Gems NI went on to ask the question, who then would support the growing

NEET population and work with vulnerable groups who are reliant upon community based service?

293. The South Eastern Regional College said that it was not in a position to comment on budget cuts in other sectors or organisations but that it has not cut the resources to CEIAG but rather increased investment in the area with the development of the BEST system and has increased the priority given to ensuing that students not only attain the target qualification but also develop employability skills valued by employers. This is evident in the introduction in September 2012 of College wide induction which is focused on developing employability skills.

294. MATRIX advise that the impact of budget cuts can only be assessed following a review and assessment of the current budget and its effectiveness and that budgets and objectives for the future need to be focused, co-ordinated across the education pipeline and set following consultation with business representatives.

295. NICSA is of the view that budget cuts will initially be felt by young people and that then education systems, the economy and society will be affected. They warn that without adequate financial budgets there are, and will continue to be:

- A lack of, and reduction in, business-education engagement. Business Education Partnerships (BEPs) and schools themselves require financial support for transporting students to CEIAG events, staff substitute cover to release teachers to plan and organise events and to escort and supervise students at events.
- A reduction of physical resources to help provide CEIAG in schools. This includes ICT access, books or software packages to provide careers information.
- Further barriers to CEIAG staff accessing training and Continuous Professional Development.
- Redundancies of experienced and qualified careers teachers who are replaced with teachers with no qualification and little or no training "on the job". CEIAG is already provided and co-ordinated by inexperienced non specialists in many schools but this will become much more prevalent.
- A reduction or disappearance of Careers Education on the timetable. Careers teachers are increasingly being asked to deliver their primary curriculum subject as shortages in teaching staff and redundancies are more common place. Not only does this mean that any careers education left on the timetable is spread across a wide range of non-specialist teachers, but also that careers education in any form is being dropped entirely from timetables. N.B. Most curriculum subjects offer a qualification at Key Stage 4 and 5 (i.e. GCSE, National Diploma, A Level) which is a valued outcome. Careers Education does not provide a qualification therefore does not fit into "league tables".
- Careers Education has "soft" outcomes such as the personal (better decision makers, smoother transitions in education and the world of work, increased self-confidence), the economic (the "right person in the right job", skills gaps recognised and filled, a competitive private sector growth) and the societal (increased participation in education, training and employment). Therefore many principals do not place value on careers education when faced with minimising financial budgets.
- A lack of and reduction in work-related learning activities. These require knowledgeable staff to co-ordinate and funding to release teachers to organise and supervise activities.

296. Dr Hughes stated that with so many competing policy strategies that require investment alongside reductions in budgets, it is increasing apparent that alternative and/or complementary funding models are becoming necessary. In terms of the cost reductions required to meet budgetary constraints that are a reality, the twin dimensions of ICT integration and workforce competency are likely to pivotal. In general, careers services are gradually recognising the need to demonstrate both economic and social returns on

investment - not only in their work with clients - but also in the context of effectiveness and impact. In broad terms there are three alternative policy strategies for publicly funding careers support services:

- resourcing this through public funding as a free service (currently available in the four home countries of the UK);
- offering it as a fee-paying service (for example, like that available in independent schools); or
- embedding access to careers support in other provision (for example, within schools curricula, further education, vocational training, community learning and higher education programmes).

297. Dr Hughes pointed out that each of these three strategies has problems: the public-funding option is likely to be regarded as too costly; the fee-paying option as excluding those unable or unwilling to pay; the embedding option as endangering impartiality. Therefore a 'mixed strategy' is required for the future that draws upon a wide range of potential funding sources, wherever most appropriate.

298. Sentinus points out that while it has no direct experience of the full impact of budget cuts on CEIAG provision it stands to reason that with reduced funding the opportunity for teachers and careers advisors to keep abreast of developments in the area of careers, through continuing professional development, will be diminished and subsequently the standard of advice and guidance will fall.

299. E-Skills point out that in its experience of providing CEIAG resources and delivering CEIAG in schools, whilst supported by government departments and agencies, is that it is extremely difficult to secure funding, plan and deliver a successful programme in the course of 12 months. It points out that what tends to happen is that delivery gets compressed into 3-6 months and that one of the dangers of this is that CEIAG needs to be timed right so that students have the right information at the right time to enable them to make subject, learning and careers decisions. E-Skills recommend that CEIAG delivery partners receive longer term funding commitments (e.g. a 5 year plan for delivery).

300. The CBI suggest that the current CEIAG model is expensive, given the very personal nature of this service and it believes that Northern Ireland should learn from Scotland and develop a similar website.

301. This is in contrast with Skills for Justice which advocates that information sourced online, is a starting point and not a substitute for advice from trained and qualified practitioners. Skills for Justice is concerned that budget cuts will make this balance more difficult and would therefore emphasise the importance of the quality of the information available. Additionally, as information can be sourced from a number of places, it may be contradictory and confusing for individuals seeking the information. It will be difficult for them to assess what is the most up to date and accurate information without speaking to an advisor.

302. The Committee recognises that the current economic climate puts considerable budgetary constraints on all Departments and does not wish to make budgetary recommendations to the Departments in isolation of wider financial concerns. However the Committee notes that in looking at alternative approaches such as more partnership with business that money may be spent more wisely.

Conclusions

303. There is much to praise the CEIAG in Northern Ireland for; the individual teachers and advisors who work tirelessly and beyond their duties to advance the horizons, aspirations and prospects of those looking for help; the schools, colleges and universities that have widened out their visions for those who come through their doors, beyond the passing of the next exam to moulding individuals who are work ready, who have a focus and a confidence for where they see themselves in 5 and 10 years.

304. However throughout this report there is an abundance of information pointing to both systemic and specific examples of poor careers provision. There is evidence of inconsistency in careers provision across Northern Ireland, evidence of a dearth of information and that what information is available is difficult to digest, there are suggestions of sectoral protectionism between schools and colleges at the expense of students and of a lack of progressive, joined up thinking for planning, in our schools and colleges, to have a workforce ready for the economy of tomorrow.

Recommendation 25

The Committee recommends that the Department for Employment and Learning and the Department of Education consider the suggestions and recommendations made by the organisations that provided evidence to the Inquiry when reviewing the current strategy, Preparing for Success.

305. The Committee also supports the recommendations made by the Committee for Culture, Arts and Leisure in its report for its Inquiry on Maximising the Potential of the Creative Industries which relate to Careers Provision.

Northern Ireland Assembly

Appendix 1

Minutes of Proceedings

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Wednesday, 20 June 2012
Room 29, Parliament Buildings

Present: Mr Basil McCrea MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Jim Allister MLA
Mr Sammy Douglas MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Mr Barry McElduff MLA
Mr Pat Ramsey MLA
Mr Alastair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Jonathan Lawless (Clerical Supervisor)
Mr William Kinnear (Clerical Officer)

Apologies: Ms Michelle Gildernew MLA
Mr David McIlveen MLA

10:05am The meeting opened in public session.

4. Briefing from Assembly Research and Information Service on the Careers Services in Northern Ireland, Great Britain and the Republic of Ireland

The Committee agreed to move to agenda item 5.

10:09am The representative joined the meeting.

10:09am Mr Allister left the meeting.

The Committee was briefed by Mr Eoin Murphy, Assembly Research and Information Service on the Careers Services in Northern Ireland, Great Britain and the Republic of Ireland.

The briefing was followed by a question and answer session.

10:23am Mr McCrea joined the meeting.

10:29am The representative left the meeting.

10:29am Mr McCrea took the Chair.

6. Briefing from the Northern Ireland Schools and Colleges Careers Association (NISCA) on Careers Education, Information, Advice and Guidance (CEIAG)

The Committee agreed to move to agenda item 6.

10:47am Representatives joined the meeting.

10:47am Mr Buchanan joined the meeting.

The Committee was briefed by Ms Cathy Moore, Chairperson, Northern Ireland Schools and Colleges Careers Association and Ms Fiona Brown, Secretary, Northern Ireland Schools and Colleges Careers Association on Careers Education, Information, Advice and Guidance (CEIAG).

The briefing was followed by a question and answer session.

10:52am Mr Allister left the meeting.

11:27am Mr Ramsey left the meeting.

Agreed: The Committee agreed to write to the Committee for Education requesting information on the budgets for careers services in individual schools.

Agreed: The Committee agreed to write to the Department seeking a written update on the current evaluation of the implementation of the 18 action points outlined in the Preparing for Success Implementation Report March 2011 and how progress is measured.

Agreed: The Committee agreed to write to the Department requesting a list of the attendees and the position they held who attended the meeting to launch the interim review of the Careers Strategy held in June 2011.

Agreed: The Committee agreed to write to the Minister requesting why the Committee was not notified of a breakfast briefing on the launch of a report on the introduction of a lower corporation tax.

Agreed: The Committee agreed to write to the Committee for the Office of the First Minister and deputy First Minister to ascertain what date the Department for Employment and Learning may be dissolved.

Agreed: The Committee agreed to undertake an Inquiry into the provision of Careers Services in Northern Ireland.

Agreed: The Committee agreed to write to the Committee for Education to inform it of the Inquiry and to invite it to provide members to represent it on the Inquiry.

Agreed: The Committee agreed that the Chairperson should raise the Inquiry at the Chairperson's Liaison Group.

11:30am Representatives left the meeting.

[EXTRACT]

Wednesday, 4 July 2012
Room 29, Parliament Buildings

Present: Mr Basil McCrea MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Jim Allister MLA
Mr Sammy Douglas MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Mr Barry McElduff MLA
Mr David McIlveen MLA
Mr Pat Ramsey MLA
Mr Alastair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Jonathan Lawless (Clerical Supervisor)
Mr William Kinnear (Clerical Officer)

Apologies: None

10:09am The meeting opened in public session.

2. Chairperson's Business

- The Committee considered the Terms of Reference for the Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

  Agreed: The Committee agreed to issue the Terms of Reference for the inquiry to the list of consultees identified by Assembly Research and Information Service.

  Agreed: The Committee agreed to issue the public notice to be published in the local newspapers in week commencing 23 July 2012.

[EXTRACT]

Wednesday, 12 September 2012
Room 29, Parliament Buildings

Present: Mr Basil McCrea MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Jim Allister MLA
Mr Sammy Douglas MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Mr Barry McElduff MLA
Mr David McIlveen MLA
Mr Pat Ramsey MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Jonathan Lawless (Clerical Supervisor)
Mr William Kinnear (Clerical Officer)

Apologies: Mr Phil Flanagan MLA

10:07am The meeting opened in public session.

8. Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The Committee discussed how to proceed with the Committee Inquiry into Careers education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

Agreed: The Committee agreed to schedule a joint briefing with the Department for Employment and Learning and the Department of Education.

Agreed: The Committee agreed to schedule a series of briefing sessions with the organisations that responded to the inquiry.

Agreed: The Committee agreed to write to the Committee for Education indicating that the inquiry is a matter of joint concern.

Agreed: The Committee agreed to copy all relevant information from the Inquiry to the Committee for Education.

[EXTRACT]

Wednesday, 19 September 2012
The Armagh Planetarium, Armagh

Present: Mr Basil McCrea MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Phil Flannigan MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Mr Barry McElduff MLA
Mr Pat Ramsey MLA
Mr Alastair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Jonathan Lawless (Clerical Supervisor)
Mr William Kinnear (Clerical Officer)

Apologies: Mr Jim Allister MLA
Mr Sammy Douglas MLA
Mr David McIlveen MLA

10:18am The meeting opened in public session.

8. Correspondence

The Committee considered the following items of correspondence:

- Department of Education response to the Committee's request for information on the Entitlement Framework Fund, used to fund careers and STEM activities, which is due to run out in the year 2013 and information on the future budget allocations to individual schools and colleges for the provision of careers services.

  Agreed: The Committee agreed to consider as part of its Inquiry into Careers Services.

- Request from the Committee for Education that they continue to receive updates on the Committee's Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

  Agreed: The Committee agreed to keep the Committee for Education informed of progress of the Committee Inquiry.

- Response from MATRIX: The Northern Ireland Science Industry Panel to the Employment & Learning Committee's request for its views on Careers Advice, Information, Advice & Guidance.

  Agreed: The Committee agreed to consider as part of its Inquiry into CEIAG.

[EXTRACT]

Wednesday, 26 September 2012
Britannic Suite, Titanic Building

Present: Mr Basil McCrea MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Jim Allister MLA
Mr Sammy Douglas MLA
Mr Phil Flanagan MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Mr Pat Ramsey MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Jonathan Lawless (Clerical Supervisor)
Mr William Kinnear (Clerical Officer)

Apologies: Mr Barry McElduff MLA

11:13am The meeting opened in public session.

8. Correspondence

The Committee considered the following items of correspondence:

- Correspondence from the Committee for Justice regarding the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

  Agreed: The Committee agreed to note the response.

- Committee for Education response to request that Committee deal directly with the Department for Education in relation to the Inquiry into Careers, Education, Information, Advice and Guidance (CEIAG).

  Agreed: The Committee agreed to note the response.

[EXTRACT]

Wednesday, 3 October 2012
South West College, Dungannon

Present: Mr Basil McCrea MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Sydney Anderson MLA
Mr Phil Flanagan MLA
Mr Fra McCann MLA
Mr Barry McElduff MLA
Mr Pat Ramsey MLA

In Attendance: Mr Jim McManus (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Jonathan Lawless (Clerical Supervisor)
Mr Bill Kinnear (Clerical Officer)

Apologies: Mr David Hilditch MLA
Mr Chris Lyttle MLA
Mr Alastair Ross MLA

10:37am The meeting opened in public session.

6. Correspondence

The Committee considered the following items of correspondence:

- Department for Agriculture and Rural Development / CAFRE response to the Committee's Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

  Agreed: The Committee agreed to note the response.

[EXTRACT]

Wednesday, 10 October 2012
Room 29, Parliament Buildings Belfast

Present: Mr Basil McCrea MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Jim Allister MLA
Mr Sydney Anderson MLA
Mr Phil Flanagan MLA
Mr David Hilditch MLA
Mr Chris Lyttle MLA
Mr Barry McElduff MLA
Mr Pat Ramsey MLA
Mr Alastair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Jonathan Lawless (Clerical Supervisor)
Mr Christopher McNickle (Clerical Officer)

Apologies: None

10:03am The meeting opened in public session.

5. Briefing from the Department for Employment and Learning and the Department of Education on the Committee Inquiry into Careers Education, Information, Advice and Guidance

10:12am Representatives joined the meeting.

The Committee was briefed by Mrs Dorina Edgar, Head of 14-19 Curriculum Entitlement Team, Department of Education, Ms Patricia Nelson, Education and Training Inspectorate, Mrs Judith Shaw, Head of Careers Service Policy and Strategy, Department for Employment and Learning and Ms Nuala Kerr, Director of Higher Education, Department for Employment and Learning on Careers Education, Information, Advice and Guidance in Northern Ireland.

10:19am Mr Allister joined the meeting.

The briefing was followed by a question and answer session.

10:30am Mr Flanagan joined the meeting.

The officials agreed to provide the Committee with further information on a range of issues raised during the briefing.

11:39am Mr Ramsey left the meeting.

Agreed:The Committee agreed to write to the Department for Employment and Learning and the Department of Education for clarification on the issues raised and to ask them to revisit their submissions to the Inquiry when they review the Hansard of the briefing.

12:00pm Representatives left the meeting.

7. Correspondence

The Committee considered the following items of correspondence:

- Response from the Department of Education to the Committee request for a list of attendees at the Preparing for Success Conference.

  Agreed: The Committee agreed that this response be included in the Committee inquiry into Careers Education, Information, Advice and Guidance (CEIAG).

[EXTRACT]

Wednesday, 17 October 2012
Lecture Theatre, Southern Regional College, Newry Campus

Present: Mr Basil McCrea MLA (Chairperson)
Mr Jim Allister MLA
Mr Sydney Anderson MLA
Mr Phil Flanagan MLA
Mr David Hilditch MLA
Mr Barry McElduff MLA
Mr Pat Ramsey MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Jonathan Lawless (Clerical Supervisor)
Mr William Kinnear (Clerical Officer)

Apologies: Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Chris Lyttle MLA

10:25am The meeting opened in public session.

7. Correspondence

The Committee considered the following items of correspondence:

1:05pm Mr Ramsey left the meeting.

- Belfast Metropolitan College's response to the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG).

Agreed: The Committee agreed to note this correspondence and to include it as part of the inquiry.

[EXTRACT]

Wednesday, 24 October 2012
Room 29, Parliament Buildings Belfast

Present: Mr Basil McCrea MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Sydney Anderson MLA
Mr Phil Flanagan MLA
Mr David Hilditch MLA
Mr Fra McCann MLA
Mr Barry McElduff MLA
Mr Alastair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Jonathan Lawless (Clerical Supervisor)
Mr William Kinnear (Clerical Officer)

Apologies: Mr Jim Allister MLA
Mr Pat Ramsey MLA

10:10am The meeting opened in public session.

2. Chairperson's Business

- The Committee considered briefings for its Inquiry into Careers, Advice, Education, Information and Guidance.

Agreed: The Committee agreed to invite Mr Gordon Parkes, Human Resource Director, NIE to brief the Committee as part of the Inquiry into Careers, Advice, Education, Information and Guidance.

Agreed: The Committee agreed to write to the Electrical Training Trust for a written briefing as part of the Inquiry into Careers, Advice, Education, Information and Guidance.

[EXTRACT]

Wednesday, 14 November 2012
Room 30, Parliament Buildings Belfast

Present: Mr Basil McCrea MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Jim Allister MLA
Mr Sydney Anderson MLA
Mr Phil Flanagan MLA
Mr David Hilditch MLA
Mr Chris Lyttle MLA
Mr Pat Ramsey MLA
Mr Alastair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Jonathan Lawless (Clerical Supervisor)
Mr William Kinnear (Clerical Officer)

Apologies: Mr Fra McCann MLA
Mr Barry McElduff MLA

10:13am The meeting opened in public session.

2. Chairperson's Business

- The Chairperson proposed that, as part of its Inquiry, the Committee should invite Watson Co. Chartered Marketing and Apple Recruitment to provide evidence to the Committee.

  Agreed: The Committee agreed to write to the organisations inviting them to provide evidence to the Committee.

11. Correspondence

The Committee considered the following items of correspondence:

- Departmental response to a request for additional information regarding the Careers Education, Information, Advice and Guidance Inquiry.

  Agreed: The Committee agreed to note this correspondence and include as part of the Inquiry.

- Department of Education response regarding additional information on the Careers Education, Information, Advice and Guidance Inquiry.

  Agreed: The Committee agreed to note this correspondence and include as part of the Inquiry.

[EXTRACT]

Wednesday, 21 November 2012
Room 29, Parliament Buildings Belfast

Present: Mr Basil McCrea MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Jim Allister MLA
Mr Sydney Anderson MLA
Mr David Hilditch MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Mr Barry McElduff MLA
Mr Pat Ramsey MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Jonathan Lawless (Clerical Supervisor)
Mr William Kinnear (Clerical Officer)

Apologies: Mr Phil Flanagan MLA

10:10am The meeting opened in public session.

2. Chairperson's Business

- The Chairperson advised the Committee that he had attended the "Get the Edge" Awards at the South Eastern Regional College, Lisburn Campus.

Agreed: The Committee agreed to visit the South Eastern Regional College as part of its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

5. Queen's University Belfast briefing on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

10:16am Representatives joined the meeting.

The Committee was briefed by Professor Ellen Douglas-Cowie, Pro Vice-Chancellor for Education and Students, Ms Wilma Fee, Director of Academic & Student Affairs and Ms Maria Lee, Head of Educational and Skills Development, on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The briefing was followed by a question and answer session.

10:27am Mr Allister joined the meeting.

10:30am Mr McElduff joined the meeting.

The representatives agreed to provide further information on a range of issues as follows:

- A detailed breakdown of the types of institutions, that the University students have attended such as schools, Further Education colleges, etc. and details of the geographical spread of students across Northern Ireland.
- A list of schools the University engages with through the Head Teachers Forum and through the widening participation scheme "Discovering Queen's".
- Details of Access Courses attended by some students for entry to the University.
- Details of how the University provides on-line information and guidance on careers.

10:51am Mr Allister left the meeting.

- A response to the Hansard of today's evidence sessions with all 3 universities, providing more focused responses to the issues raised and specifically detailing the practical actions that can be taken forward to provide a better Careers Education, Information, Advice and Guidance Service in Northern Ireland.

11:00am Representatives left the meeting.

6. The University of Ulster briefing on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

11:00am Representatives joined the meeting.

The Committee was briefed by Ms Maria Curran, Head of Employability, Ms Shauna McCloy, Career Development Centre Manager (Jordanstown/Belfast) and Ms Moira McCarthy, Career Development Centre Manager (Coleraine/Magee), on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The briefing was followed by a question and answer session.

The representatives agreed to provide further information on a range of issues as follows:

- Details of how the University engages with all stakeholders.
- A detailed breakdown of the types of institutions, that the University students have attended such as schools, Further Education colleges, etc. and details of the geographical spread of students across Northern Ireland.
- Explanation of the Step-Up Programme and information of the numbers, location and background of individuals that come through the programme into university.

11:22am Mr Buchanan left the meeting.

- Details of the challenges in relation to the quality and timeliness of careers information and guidance available to young people considering studying at university and to their parents/guardians in helping them make this decision.

11:33am Mr Buchanan rejoined the meeting.

11:35am Mr Anderson left the meeting.

11:40am Mr McElduff left the meeting.

- A response to the Hansard of today's evidence sessions with all 3 universities, providing more focused responses to the issues raised and specifically detailing the practical actions that can be taken forward to provide a better Careers Education, Information, Advice and Guidance Service in Northern Ireland.

11:43am Representatives left the meeting.

7. The Open University briefing on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

11:43am Representatives joined the meeting.

The Committee was briefed by Dr Frances Morton, Policy and Public Affairs Executive, Ms Heather Laird, Assistant Director Student Services, The Open University, Mr Simon Gregg, Student Services Manager, Student Registration Service/Support & Guidance and Ms Marina Lennon, Student Service Manager, Educational Guidance & Careers, on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The briefing was followed by a question and answer session.

11:47am Mr Anderson rejoined left the meeting.

The representatives agreed to provide further information on a range of issues as follows:

- A detailed breakdown of the types of institutions, that the University students have attended such as schools, Further Education colleges, etc. and details of the geographical spread of students across Northern Ireland including by constituency when the information is available.

12:05pm Mr Lyttle left the meeting.

12:08pm Mr McElduff rejoined the meeting.

- Details of any models of good practice used in England, Scotland and Wales.

12:10pm Mr Ramsey left the meeting.

- Details of the Careers and Employability Project and when the project will be concluded.

12:16pm Mr Ramsey left the meeting.

- Details of the university's on-line forums moderated by careers advisers and how much cooperation there is with the Educational Guidance Service for Adults.
- A response to the Hansard of today's evidence sessions with all 3 universities, providing more focused responses to the issues raised and specifically detailing the practical actions that can be taken forward to provide a better Careers Education, Information, Advice and Guidance Service in Northern Ireland.

12:22pm Representatives left the meeting.

[EXTRACT]

Wednesday, 5 December 2012
Belfast Metropolitan College, E3 Campus

Present: Mr Basil McCrea MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Jim Allister MLA
Mr David Hilditch MLA
Mr Barry McElduff MLA
Mr Pat Ramsey MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Jonathan Lawless (Clerical Supervisor)
Mr William Kinnear (Clerical Officer)

Apologies: Mr Sydney Anderson MLA
Mr Phil Flanagan MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Mr George Robinson MLA

10:21am The meeting opened in public session.

2. Briefing from Belfast Metropolitan College on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The Committee agreed to move to agenda item 6.

10:51am Representatives joined the meeting.

10:53am Mr Allister joined the meeting.

10:53am Mr Hilditch joined the meeting.

The Committee was briefed by Mr Justin Edwards, Assistant CEO and Director of Curriculum and Mr Paul O'Connor, Head of Learner Services on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The briefing was followed by a question and answer session.

The representatives agreed to provide the Committee with further information on a range of issues.

The representatives agreed to review the Hansard of the Committee's Inquiry Evidence sessions and provide the Committee with further information on the issues raised.

11:14am Representatives left the meeting.

4. Chairperson's Business

The Committee agreed to move to agenda item 2.

- The Chairperson advised Members of a response from the University of Ulster to the Committee's plan to visit the Magee Campus as part of its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland advising that the Jordanstown Campus would be more appropriate as it houses the University's main careers facilities.

Agreed: The Committee agreed to schedule a visit to the Jordanstown Campus as part of its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

11. Briefing from Colleges NI on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The Committee agreed to move to agenda item 7.

11:30am Representatives joined the meeting.

The Committee was briefed by Mr Gerard Campbell, Chief Executive, Colleges NI, Mr David Smith, Director of Learning and Customer Support, South Eastern Regional College, Mr Les Myers, Careers Education Guidance and Counselling Manager, North West Regional College and Mr Justin Edwards, Assistant Chief Executive and Director of Curriculum, Belfast Metropolitan College, on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The briefing was followed by a question and answer session.

12:00pm Mr Ramsey left the meeting.

The representatives agreed to provide the Committee with further information on a range of issues.

The representatives agreed to review the Hansard of the Committee's Inquiry Evidence sessions and provide the Committee with further information on the issues raised.

12:18pm Representatives left the meeting.

12. Briefing from The Royal Belfast Academical Institution on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The Committee agreed to move to agenda item 8.

12:18pm Representatives joined the meeting.

The Committee was briefed by Mr Darren O'Neill, Head of Careers, on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The briefing was followed by a question and answer session.

12:31pm Mr Hilditch left the meeting.

The representatives agreed to provide the Committee with further information on a range of issues.

The representatives agreed to review the Hansard of the Committee's Inquiry Evidence sessions and provide the Committee with further information on the issues raised.

12:48pm The representatives left the meeting.

[EXTRACT]

Wednesday, 6 February 2013
Room 29, Parliament Buildings

Present: Mr Basil McCrea MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Jim Allister MLA
Mr Sydney Anderson MLA
Mr Phil Flanagan MLA
Mr David Hilditch MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Ms Bronwyn McGahan MLA
Mr Pat Ramsey MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Jonathan Lawless (Clerical Supervisor)
Mr William Kinnear (Clerical Officer)

10:08am The meeting opened in public session.

2. Chairperson's Business

- The Chairperson informed Members of the Committee visit to the South Eastern Regional College, Bangor Campus on 30 January 2013, to receive a presentation on the college's 'Getting the Edge' Programme as part of the Committee's Inquiry into Careers Education, Information, Advice and Guidance in Northern Ireland.

6. Briefing from GEMS NI on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

11:32am Representatives joined the meeting.

The Committee was briefed by Ms Susan Russam, Chief Executive, Mr Stephen Atkinson, Client Services Manager, Ms Grainne Hanna, Youth Advisor and Mr Joseph Carmichael, LEMIS Project Outreach Practitioner, on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The briefing was followed by a question and answer session.

11:44am Mr Allister left the meeting.

The representatives agreed to provide further information regarding issues raised during the briefing.

12:12am Mr Allister re-joined the meeting.

12:14pm Representatives left the meeting.

7. Briefing from Young Enterprise on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

12:14pm The representative joined the meeting.

The Committee was briefed by Ms Carol Fitzsimons, Chief Executive, on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The briefing was followed by a question and answer session.

The representative agreed to provide further information regarding issues raised during the briefing and to submit a paper to the Committee proposing a methodology for engaging with schools on general employability issues.

12:40pm The representative left the meeting.

11. Correspondence

The Committee agreed to move to agenda item 12.

The Committee considered the following items of correspondence:

- NIA Research and Information Service Research paper – 'UK Careers Service Websites' Information on the various national careers services websites in each of the UK regions.

  Agreed: The Committee agreed to include in Committee Careers Inquiry.

14. Briefing from Confederation of British Industry on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The Committee agreed to move to agenda item 8.

12:47pm The representatives joined the meeting.

The Committee was briefed by Ms Kirsty McManus, Assistant Regional Director, CBI Northern Ireland, Mr Gordon Parkes, Human Resources Director, Northern Ireland Electricity and Mr Peter Shields, Chief executive, Etain Software on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The briefing was followed by a question and answer session.

1:00pm Mr Hilditch left the meeting.

1:15pm Ms McGahan left the meeting.

The representatives agreed to provide further information regarding issues raised during the briefing.

1:33pm The representatives left the meeting.

[EXTRACT]

Wednesday, 13 February 2013
Room 30, Parliament Buildings

Present: Mr Basil McCrea MLA (Chairperson)
Mr Jim Allister MLA
Mr David Hilditch MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Ms Bronwyn McGahan MLA
Mr Pat Ramsey MLA
Mr Alastair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Jonathan Lawless (Clerical Supervisor)
Mr Joe Westland (Clerical Supervisor)
Mr William Kinnear (Clerical Officer)

Apologies: Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Sammy Douglas MLA
Mr Phil Flanagan MLA

10:10am The meeting opened in public session.

6. Briefing from Council for the Curriculum Examinations and Assessment on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The Committee agreed to move to agenda item 6.

11:20am Representatives joined the meeting.

The Committee was briefed by Mr Richard Hanna, Interim Chief Executive, and Ms Ruth Kennedy, Business Manager, Education Strategy on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The briefing was followed by a question and answer session.

The representatives agreed to provide further information regarding issues raised during the briefing and in particular to respond to issues in the National Association of Head Teachers submission to the Inquiry.

11:52am Representatives left the meeting.

7. Briefing from the National Association of Head Teachers on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

11:52am Representatives joined the meeting.

The Committee was briefed by Ms Clare Majury President NAHT (NI) and Principal Holywood Nursery School, Mr Aidan Dolan, Education Director NAHT (NI), Mr Dominic Clarke, Principal Sacred Heart College Omagh and Mr Liam McGuckin, Principal Cave Hill Primary School, on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

11:58pm Mr Ross left the meeting.

The briefing was followed by a question and answer session.

The representatives agreed to provide further information regarding issues raised during the briefing.

12:38pm Representatives left the meeting.

12:38pm Mr Ramsey left the meeting.

8. Briefing from Skills for Justice on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

12:38pm Representatives joined the meeting.

The Committee was briefed by Ms Judith Thompson, National Relationship Manager, Mr Nick Skeet, Employer Relationship Director, and Ms Colette Wymer, Partnership Development Officer, on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The briefing was followed by a question and answer session.

The representatives agreed to provide further information regarding issues raised during the briefing.

12:55pm Representatives left the meeting.

9. Correspondence

The Committee agreed to move to agenda item 10.

The Committee considered the following items of correspondence:

- Correspondence from Educational Guidance Service for Adults (EGSA) regarding the Committee Inquiry into Careers Education, Information, Advice and Guidance and a request to informally meet the Committee.

  Agreed: The Committee agreed to schedule an informal meeting with EGSA into its Forward Work Programme.

12. Briefing from the Northern Ireland Sector Skills Council Network on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The Committee agreed to move to agenda item 9.

12:59pm Representatives joined the meeting.

The Committee was briefed by Ms Siobhan Weir, Northern Ireland Manager, SkillsActive and Ms Shauna Dunlop, Partnerships Manager, Learning and Skills Improvement Service, on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The briefing was followed by a question and answer session.

The representatives agreed to provide further information regarding issues raised during the briefing.

1:16pm Representatives left the meeting.

[EXTRACT]

Wednesday, 20 February 2013
Room 30, Parliament Buildings

Present: Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Jim Allister MLA
Mr Phil Flanagan MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Ms Bronwyn McGahan MLA
Mr Pat Ramsey MLA
Mr Alistair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Joe Westland (Clerical Supervisor)
Mr William Kinnear (Clerical Officer)

Apologies: Mr Sammy Douglas MLA
Mr David Hilditch MLA

10:06am The meeting opened in public session with the Deputy Chairperson in the Chair.

2. Chairperson's Business

- The Committee considered two draft questionnaires to be distributed to School/College Students and University Students on Careers Advice they have received.

Agreed: The Committee agreed that the questionnaires should be distributed subject to the amendments requested.

[EXTRACT]

Wednesday, 27 February 2013
Room 29, Parliament Buildings

Present: Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Jim Allister MLA
Mr David Hilditch MLA
Mr Chris Lyttle MLA
Ms Bronwyn McGahan MLA
Mr Pat Ramsey MLA
Mr Alistair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Jonathan Lawless (Clerical Supervisor)
Mr William Kinnear (Clerical Officer)

Apologies: Mr Sammy Douglas MLA
Mr Phil Flanagan MLA
Mr Fra McCann MLA

10:02am The meeting opened in public session with the Deputy Chairperson in the Chair.

6. Briefing from DMH Associates on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

11:33am The representative joined the meeting.

The Committee was briefed by Dr Deirdre Hughes, Commissioner at the UK Commission for Employment & Skills and Chair of the National Careers Council in England on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

11:22am Mr Hilditch left the meeting.

11:43am Mr Ramsey left the meeting.

The briefing was followed by a question and answer session.

The representative agreed to provide further information on international examples of good practice.

11:57am Mr Ramsey re-joined the meeting.

12:05pm Mr Hilditch re-joined the meeting.

12:05pm The representative left the meeting.

9. Correspondence

The Committee considered the following items of correspondence:

- The Committee considered a Learning and Skills Improvement Sector press release on Ofsted clashes with the Association of Colleges over the issue of the lack of consequences that face failing colleges.

  Agreed: The Committee agreed to note the press release and include as part of the Committee's Inquiry into Careers Education, Information, Advice and Guidance in Northern Ireland.

- The Committee considered correspondence from GEMS NI providing an additional submission to the Committee Inquiry into Careers Education, Information, Advice and Guidance in Northern Ireland.

  Agreed: The Committee agreed to include as part of the Inquiry.

[EXTRACT]

Wednesday, 13 March 2013
Room 29, Parliament Buildings

Present: Mr Robin Swann MLA (Chairperson)
Mr Jim Allister MLA
Mr Thomas Buchanan MLA
Mr Sammy Douglas MLA
Mr David Hilditch MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Ms Bronwyn McGahan MLA
Mr Alistair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Jonathan Lawless (Clerical Supervisor)
Mr William Kinnear (Clerical Officer)

Apologies: Mr Pat Ramsey MLA

10:04am The meeting opened in public session.

6. Briefing from Action on Hearing Loss on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The Committee agreed to move to agenda item 5.

10:17am Representatives joined the meeting.

The Committee was briefed by Mr Alan McClure, Regional Services Manager, Ms Roisin McGonagle, Guidance Officer, Ms Claire Lavery, Campaigns Manager and Ms Coleen Agnew a client of Action on Hearing Loss accompanied by Ms Jackie Orr, sign language Interpreter.

The briefing was followed by a question and answer session.

The representatives agreed to provide the Committee with its recommendations to the Inquiry.

Agreed: The Committee agreed to write to the Department's Disability Employment Service for information on the Access to Work Scheme and the assessment of individuals applying to the scheme and for statistics on those with hearing loss and the profoundly deaf and the numbers in training, further and higher education and in employment.

10:56am Mr Ross joined the meeting.

10:58am Representatives left the meeting.

7. Briefing from Sentinus on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The Committee agreed to move to agenda item 6.

10:58am Representative joined the meeting.

The Committee was briefed by Mr Brian Campbell, Chief Executive and Mr Bill Connor, Projects Director on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

11:25am Mr Allister left the meeting.

The briefing was followed by a question and answer session.

11:34am The representatives left the meeting.

11:34am Mr Douglas left the meeting.

8. Correspondence

The Committee agreed to move to agenda item 10.

The Committee considered the following items of correspondence:

- The Committee considered a revised paper from Skills for Justice on the Committee Inquiry into Careers Education, Information, Advice and Guidance in Northern Ireland and an offer to re-brief the Committee.

  Agreed: The Committee agreed to include the revised submission in the Inquiry report.

- The Committee considered an additional response from the National Association of Head Teachers to the Committee Inquiry into Careers Education, Information, Advice and Guidance.

  Agreed: The Committee agreed to include the additional response in the Inquiry report.

- The Committee considered an additional submission from Young Enterprise for the Committee Inquiry into Careers Education, Information, Advice and Guidance in Northern Ireland.

  Agreed: The Committee agreed to note and include in the Inquiry report.

11:46am Mr Buchanan left the meeting.

9. Briefing from NIACRO on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The Committee agreed to move to agenda item 7.

11:46am Representatives joined the meeting.

The Committee was briefed by Ms Heather Reid, Service Manager, Mr Gareth Eannetta, Senior Practitioner Jobtrack (Adult Employability) and Mr Billy Clarke, Senior Practitioner, Choose to Change (Youth Employability) on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

12:00pm Mr Allister re-joined the meeting.

The briefing was followed by a question and answer session.

12:20pm Mr Allister left the meeting.

12:23pm The representatives left the meeting.

10. Briefing from Include Youth on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The Committee agreed to move to agenda item 9.

12:23pm Representatives joined the meeting.

Wednesday, 10 April 2013
Room 29, Parliament Buildings

Present: Mr Robin Swann MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Jim Allister MLA
Mr David Hilditch MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Ms Bronwyn McGahan MLA
Mr Pat Ramsey MLA
Mr Alistair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Joe Westland (Clerical Supervisor)
Ms Noreen Hayward (Clerical Officer)

Apologies: Mr Sammy Douglas MLA
Mr Phil Flanagan MLA

10:04am The meeting opened in public session.

2. Chairperson's Business

- The Chairperson advised Members that they should make their Inquiry packs available to Committee Staff to update with additional information.
- The Chairperson advised the Committee of the study visit to the University of Ulster, Jordanstown Campus on 20 March as part of its Inquiry into Careers and informed the Committee that a report of the visit will be produced in the coming weeks for inclusion in the Committee's report.

Agreed: The Committee agreed to write to the University of Ulster to thank it for its hospitality.

5. Briefing from Northern Ireland Schools and Colleges Careers Association (NISCA) on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

10:20am Representatives joined the meeting.

The Committee was briefed by Ms Cathy Moore, Chairperson, NISCA, Ms Fiona Browne, Head of Careers, Grosvenor Grammar School and Ms Julie Richardson, Head of Careers, Ballyclare High School on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

10:24am Mr Lyttle joined the meeting.

The briefing was followed by a question and answer session.

Agreed: The Committee agreed to write to NISCA for further evidence on the reduction of school budgets for CEIAG provision.

11:00am Mr Hilditch left the meeting.

11:04am Representatives left the meeting.

Agreed: The Committee agreed to write to the Department of Education requesting information on how Preparing for Success Strategy was implemented in Primary

Schools and information on whether the budget for the provision of careers advice in schools has reduced, and, if so, by how much and what impact that reduction has had.

Agreed: The Committee agreed to request an Assembly Research and Information Service research paper on a list of organisations who provide CEIAG to schools such as charities and voluntary organisations and to highlight how the organisations are funded and to identify what schools they work with.

11:05am Mr Lyttle left the meeting.

6. Briefing from the Northern Ireland Commissioner for Children and Young People on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

11:06am Representatives joined the meeting.

The Committee was briefed by Mrs Patricia Lewsley-Mooney, the, Northern Ireland Commissioner for Children and Young People and Ms Mairead McCafferty, Chief Executive, on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

11:08am Mr Buchanan joined the meeting.

The briefing was followed by a question and answer session.

11:39am Mr Allister left the meeting.

11:39am Mr McCann left the meeting.

11:41am The representatives left the meeting.

8. Correspondence

The Committee considered the following items of correspondence:

- The Committee considered an additional response from Action on Hearing Loss to the Committee Inquiry into Careers, Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

  Agreed: The Committee agreed to include the additional response in the Inquiry report.

- The Committee considered an additional response from Northern Ireland Sector Skills Council to the Committee Inquiry into Careers, Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

  Agreed: The Committee agreed to include the additional response in the Inquiry report.

[EXTRACT]

Wednesday, 17 April 2013
Room 29, Parliament Buildings

Present: Mr Robin Swann MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Sammy Douglas MLA
Mr David Hilditch MLA
Mr Phil Flanagan MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Ms Bronwyn McGahan MLA
Mr Pat Ramsey MLA
Mr Alistair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Johnny Lawless (Clerical Supervisor)
Ms Noreen Hayward (Clerical Officer)

Apologies: Mr Jim Allister MLA

10:05am The meeting opened in public session.

5. Briefing from Mr Mark Devenney on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

10:10am The representative joined the meeting.

The Committee was briefed by Mr Mark Devenney, Founder and Senior Careers Consultant, The Careers Man,on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

10:12am: The meeting was suspended.

10:14am: The meeting was reconvened.

Mr Devenney continued with his evidence.

10:28am: Mr Hilditch joined the meeting.

The briefing was followed by a question and answer session.

10:43am The representatives left the meeting.

6. Briefing from the National Union of Students – Union of Students in Ireland (NUS-USI) on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

10:44am Representatives joined the meeting.

The Committee was briefed by Ms Adrianne Peltz, President, NUS-USI, Ms Hannah McNamara, Students' Union Secretary at SERC Bangor Campus and Ms Claire Flanagan, President of University of Ulster Students' Union on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

11:00am: Mr Lyttle joined the meeting.

11:08am: Mr Ramsay left the meeting.

The briefing was followed by a question and answer session.

11:23am The representatives left the meeting.

7. Briefing from MATRIX on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

11:25am Representatives joined the meeting.

The Committee was briefed by Mr Bryan Keating, Vice Chairman of InvestNI, Chair MATRIX, Mr Norman Apsley, Chief Executive, Northern Ireland Science Park, Deputy Chair MATRIX, and Mr John Healy, Director at Citigroup and the Head of Technology in Citigroup's Centre of Excellence on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The briefing was followed by a question and answer session.

12:10am The representatives left the meeting.

10. Correspondence

The Committee considered the following items of correspondence:

- The Committee considered a response by Watson & Co Chartered Marketing to the Committee Inquiry into CEIAG.

  Agreed: The Committee agreed to include the additional response in the Inquiry report.

- The Committee considered a response by the Chartered Institute of Marketing to the Committee Inquiry into CEIAG.

  Agreed: The Committee agreed to include the additional response in the Inquiry report.

The Committee was briefed by Mr Paddy Mooney, Manager Give and Take Scheme, Mr Neil Hutcheson, Employability Coordinator, Mr Jason Neill, Participant on the Give and Take Scheme and Ms Blair Anderson, Participant on the Give and Take Scheme on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The briefing was followed by a question and answer session.

12:42pm Mr Ross left the meeting.

12:46pm The representatives left the meeting.

[EXTRACT]

Wednesday, 1 May 2013
Room 29, Parliament Buildings

Present: Mr Robin Swann MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Jim Allister MLA
Mr Sammy Douglas MLA
Mr David Hilditch MLA
Mr Phil Flanagan MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Mr Alistair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Johnny Lawless (Clerical Supervisor)
Ms Noreen Hayward (Clerical Officer)

Apologies: Ms Bronwyn McGahan MLA
Mr Pat Ramsey MLA

10:05am The meeting opened in public session.

5. Correspondence

The Committee considered the following items of correspondence:

- The Committee considered correspondence from the Northern Ireland Schools and Colleges Careers Association (NISCA) regarding the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

  Agreed: The Committee agreed to note the correspondence and include in the Inquiry Report.

[EXTRACT]

Wednesday, 15 May 2013
Room 29, Parliament Buildings

Present: Mr Robin Swann MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Jim Allister MLA
Mr Sammy Douglas MLA
Ms Bronwyn McGahan MLA
Mr Chris Lyttle MLA
Mr Pat Ramsey MLA
Mr Alistair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Johnny Lawless (Clerical Supervisor)
Ms Noreen Hayward (Clerical Officer)

Apologies: Mr Phil Flanagan MLA
Mr David Hilditch MLA
Mr Fra McCann MLA

10:02am The meeting opened in public session.

5. Correspondence

The Committee considered the following items of correspondence:

- The Committee considered the report on the visit to the University of Ulster on 20 March 2013.

  Agreed: The Committee agreed to note the report and to include in the Inquiry Report into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

[EXTRACT]

Wednesday, 22 May 2013
Room 29, Parliament Buildings

Present: Mr Robin Swann MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Jim Allister MLA
Mr Sammy Douglas MLA
Mr David Hilditch MLA
Mr Fra McCann MLA
Ms Bronwyn McGahan MLA
Mr Chris Lyttle MLA
Mr Pat Ramsey MLA
Mr Alistair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Johnny Lawless (Clerical Supervisor)
Ms Noreen Hayward (Clerical Officer)

Apologies: Mr Phil Flanagan MLA

10:06am The meeting opened in public session.

5. Correspondence

The Committee considered the following items of correspondence:

- The Committee considered a response from the Department of Education regarding issues raised during the NISCA briefing on the Committee Inquiry into Careers Education, Information, Advice and Guidance.

  Agreed: The Committee agreed to include in the Careers Inquiry into Careers Education, Information, Advice and Guidance Report.

[EXTRACT]

Wednesday, 12 June 2013
Minor Hall, University of Ulster, Magee Campus

Present: Mr Pat Ramsey MLA (Temporary Chairperson)
Mr David Hilditch MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Ms Bronwyn McGahan MLA
Mr Alistair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Johnny Lawless (Clerical Supervisor)
Ms Noreen Hayward (Clerical Officer)

Apologies: Mr Robin Swann MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Sammy Douglas MLA
Mr Phil Flanagan MLA

10:35am The meeting opened in public session.

8. Briefing from School Employer Connections on its work

11:06am Representatives joined the meeting.

The Committee was briefed by Mr Derek Hanway, Director, School Employer Connections and Mr Owen Crozier, Work Experience Programme Manager, Derry City Council on the work of School Employer Connections.

The briefing was followed by a question and answer session.

11:44am Representatives left the meeting.

[EXTRACT]

Wednesday, 19 June 2013
Room 29, Parliament Buildings

Present: Mr Robin Swann MLA (Chairperson)
Mr Sammy Douglas MLA
Mr David Hilditch MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Ms Bronwyn McGahan MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Johnny Lawless (Clerical Supervisor)
Ms Noreen Hayward (Clerical Officer)

Apologies: Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Jim Allister MLA
Mr Phil Flanagan MLA
Mr Pat Ramsey MLA

10:11am The meeting opened in public session.

5. Matters arising

The Committee agreed to move to agenda item 4.

- The Committee noted a list of matters arising from the previous meeting.
- The Committee considered the briefing received by School Employers Connect at its meeting on 12 June 2013.

Agreed: The Committee agreed that the School Employer Connect briefing paper and Hansard should be included as part of the Inquiry.

[EXTRACT]

Wednesday, 11 September 2013
Room 29, Parliament Buildings

Present: Mr Robin Swann MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Sammy Douglas MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Ms Bronwyn McGahan MLA
Mr Pat Ramsey MLA
Mr Alistair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Johnny Lawless (Clerical Supervisor)
Ms Noreen Hayward (Clerical Officer)

Apologies: Mr David Hilditch MLA
Mr David McClarty MLA
Mr Phil Flanagan MLA

10:03am The meeting opened in public session.

2. Chairperson's Business

- The Committee considered the decisions taken at its planning meeting in Cookstown Further Education College of 4 September.

Agreed: The Committee agreed that it would consider the Inquiry over the coming month with a view to debate the report in Plenary in mid-October.

Agreed: The Committee agreed to issue a press release once the plenary debate has commenced.

Agreed: The Committee agreed that it would share the relevant recommendations with the Education Committee when the Committee has finalised the Report.

14. Consideration of the draft report on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

Agreed: The Committee agreed the content of the report as amended and excluding the report recommendations.

[EXTRACT]

Wednesday, 18 September 2013
Room 29, Parliament Buildings

Present: Mr Robin Swann MLA (Chairperson)
Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Sammy Douglas MLA
Mr Phil Flanagan MLA
Mr David Hilditch MLA
Mr Chris Lyttle MLA
Ms Bronwyn McGahan MLA
Mr Pat Ramsey MLA
Mr Alistair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Johnny Lawless (Clerical Supervisor)
Ms Noreen Hayward (Clerical Officer)

Apologies: Mr Fra McCann MLA
Mr David McClarty MLA

10:01am The meeting opened in public session.

12. Consideration of the draft report on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The Committee considered the recommendations of its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

Agreed: The Committee agreed to consider the recommendations again at its meeting on 25 September 2013.

[EXTRACT]

Wednesday, 25 September 2013
Room 29, Parliament Buildings

Present: Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Sammy Douglas MLA
Mr David Hilditch MLA
Mr Phil Flanagan MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Ms Bronwyn McGahan MLA
Mr Pat Ramsey MLA
Mr Alistair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Johnny Lawless (Clerical Supervisor)
Ms Noreen Hayward (Clerical Officer)

Apologies: Mr Robin Swann MLA (Chairperson)
Mr David McClarty MLA

9. Consideration of the draft report on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The Committee considered the recommendations of its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

Agreed: The Committee agreed the recommendations in the report as amended and subject to comments made by the Committee for Education.

Agreed: The Committee agreed to forward the recommendations relevant to the Committee for Education for its consideration and comment.

[EXTRACT]

Wednesday, 16 October 2013
Room 29, Parliament Buildings

Present: Mr Thomas Buchanan MLA (Deputy Chairperson)
Mr Sammy Douglas MLA
Mr David Hilditch MLA
Mr Chris Lyttle MLA
Mr Fra McCann MLA
Ms Bronwyn McGahan MLA
Mr Pat Ramsey MLA
Mr Alastair Ross MLA

In Attendance: Mrs Cathie White (Assembly Clerk)
Mr Vincent Gribbin (Assistant Assembly Clerk)
Mr Johnny Lawless (Clerical Supervisor)
Ms Noreen Hayward (Clerical Officer)

Apologies: Mr Robin Swann MLA (Chairperson)
Mr Phil Flanagan MLA
Mr David McClarty MLA

12. Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

11:35 am The Committee moved into closed sessions.

The Committee considered a response from the Committee for Education endorsing the recommendations of the Inquiry report relating to the Department of Education in full and requesting further information.

Agreed: The Committee agreed to write to the Committee for Education regarding the issues raised.

Agreed: The Committee agreed to provide the Committee for Education and the Minister for Employment and Learning with a copy of the Inquiry Report one week before it is debated in plenary.

The Committee considered the Executive Summary of the Report.

Agreed: The Committee agreed to include the Executive Summary as part of the Report.

The Committee considered an amended version of Recommendation 1 in the Report.

Agreed: The Committee agreed to include Recommendation 1, as amended, as part of the Report.

The Committee considered a list of the content of the appendices to the Report.

Agreed: The Committee agreed that Appendix 1, Minutes of Proceedings, stands part of the report.

Agreed: The Committee agreed that Appendix 2, Minutes of Evidence, stands part of the report.

Agreed: The Committee agreed that Appendix 3, Written Submissions, stands part of the report.

Agreed: The Committee agreed that Appendix 4, List of Witnesses, stands part of the report.

Agreed: The Committee agreed that Appendix 5, Other Papers, stands part of the report.

Agreed: The Committee agreed that Appendix 6, Correspondence, stands part of the report.

Agreed: The Committee agreed that Appendix 7, Inquiry Survey Findings, stands part of the report.

Agreed: The Committee agreed to order the report to be printed.

Agreed: The Committee agreed to request the Business Committee to schedule the debate in Plenary on 25 November 2013.

[EXTRACT]

Appendix 2

Minutes of Evidence

20 June 2012

Members present for all or part of the proceedings:

Mr Pat Ramsey (Acting Chairperson)
Mr Jim Allister
Mr Sammy Douglas
Mr Chris Lyttle
Mr Fra McCann
Mr Basil McCrea
Mr Alastair Ross

Witnesses:

Mr Eóin Murphy — *Research and Information Service*

1. **The Acting Chairperson**: You are very welcome, Eóin. Proceed with your paper, please.

2. **Mr Eóin Murphy (Research and Information Service)**: It is quite a big paper, so I am going to try to cover it as quickly as I can, and, of course, if there are any questions, I will answer them. The briefing provides a brief discussion of the careers services in Northern Ireland, England, Scotland, Wales and the Republic of Ireland. I will discuss each one briefly, as there is a lot to cover. Again, if the Committee has any questions, I will be happy to answer them.

3. Careers services in Northern Ireland, Great Britain and the Republic of Ireland are undergoing a period of change, with new strategies and approaches launched in each country seeking to reform and increase the effectiveness of the careers services. The motivations behind those changes are manifold. However, there is a need to use resources more efficiently, which is the clear reason why dedicated websites are becoming a significant part of the tools used by career services. All the careers services also agree on the use of labour market information (LMI), with up-to-date and accurate LMI playing an important role, with the careers services acting as a crossover point between an individual's aspirations and businesses' needs. The modernisation of careers services highlights the increasing value being placed on the services, with researchers finding that an effective careers service can have a significant impact on future employability and the subsequent economic well-being of individuals, businesses and nations. The focus of the careers services discussed in the paper is very much around reforms. However, all of those are at an early stage and, although positive steps have been taken, it remains to be seen whether they will be a success.

4. The Careers Service in Northern Ireland provides an all-age advice and guidance service. It is divided into two branches: careers policy and strategy, which focuses on the development of policy; and Careers Service operations, which delivers the service directly. The Northern Ireland Careers Service employs 171 people, 114 of whom act as careers advisers. Therefore, the majority of resources are focused on delivery. Young people are usually introduced to the Careers Service in school from the age of 4 and up, with careers education mainly delivered by the schools. However, the Careers Service will provide additional support in schools, especially in post-primary schools. The Careers Service has partnership agreements with 99% of post-primary schools in Northern Ireland to help to deliver the services there.

5. The Careers Service offers a number of services outside of this to all clients, including labour market information, support on decision-making, job matching and career guidance interviews. In 2009, a new strategy was developed that provided for the future development of the Careers Service here. It was developed jointly by the Department for Employment and Learning (DEL) and the Department of Education, and it highlighted the

challenges facing Northern Ireland's labour market over the coming decades. The strategy has five key themes and 18 actions. It focuses on improving, amongst other areas, career education, access to information and quality of careers advice. It should be noted, however, that the strategy states:

"The provision of careers education, information, advice and guidance services for young people and adults is not as good as it could be. The approach … has been inconsistent; careers information and facilities are variable; and there have been inconsistencies in the qualifications, training and competence of staff".

6. To meet these challenges, the strategy sets out an implementation plan, which is included in the paper. The vast majority of the actions have been completed, but some are still in progress and some will always be in progress because they are around professional development. That is around ensuring that careers advisers are always able to deliver the best services.

7. In a presentation to this Committee in November 2011, the Careers Service identified some areas of further work, including around careers information, advice and guidance (CIAG) and improving linkages with the employment service. A large number of changes have been to the Careers Service in Northern Ireland in recent years, and, although there are still areas that are undergoing changes to improve service delivery, the system is largely effective, providing an all-age service with a number of access points for clients. The all-age service has been highlighted in different reports, including through the Organisation for Economic Co-operation and Development (OECD), which has said that you need an all-age service so that the service is available almost from cradle to grave. The service is there for the very young to the very old.

8. As with Northern Ireland, each region of Great Britain delivers its own careers service and has recently undergone change programmes. In England, the adult careers service is called Next Step and focuses on encouraging people to make appropriate career decisions and on making skill development the norm. This is available to everyone who is age 19 and over, although, if you are 18 and on a Jobcentre Plus programme, you will be able to access it a bit earlier. It offers a number of similar services to the Careers Service here, including labour market information, and operates a dedicated website. The website, however, acts as a first contact site and provides a number of initial services such as skills assessments, course finders and labour market information. If clients want further support, they can arrange to meet a careers adviser, thereby targeting their resources and making best use of what they have.

9. As with Northern Ireland, Next Step is being redeveloped under the New Challenges, New Chances strategy, which was launched in December 2011. The revised strategy is intended to create a national careers service that will build on the work of Next Step and have a presence in a wide range of organisations, including further education (FE) colleges, community centres and shops. It will very much be based around and throughout, so it will be easier to access. This will provide information, advice and guidance on careers and include an online service and a network of organisations providing face-to-face careers guidance. As the strategy has been launched only recently, it is not possible to state how effective it has been in improving careers guidance provision in England.

10. Scotland has also published a CIAG strategy, and all the UK regional services have recently launched new strategies to redevelop their services. The main rationale behind the Scottish service is to modernise the way that careers services are delivered, with a focus on raising people's aspirations and improving their life chances. To do this, the strategy identified a number of key actions. These include improving data sharing, developing joint online solutions and streamlining employer access to skills advice and support. Skills

Development Scotland (SDS) is one of the main delivery agents of this strategy. Initially created in 2008, SDS provides many of the services that are provided by Next Step and the NI Careers Service, although it does so with a focus on making career-management skills a core part of the development of Scotland's workforce. SDS delivers a large number of services through the My World of Work website, which provides interactive ways for people to access careers information. Of the careers websites in the UK regions, it is probably one of the best in that it is very comprehensive and quite easy to use. It has a wide range of information and covers different age groups from schoolchildren up, so it is available for everybody to access.

11. Scotland only recently introduced that new strategy, and it is expected that its development and implementation will proceed rapidly in order to access the benefit of the investment in the system. Basically, the Scottish Government want to see a return on the money they have put in to redevelop the system and benefit the economy quite quickly.

12. Careers Wales is the main body that provides careers education in Wales. It is an amalgamation of six regional companies, and has been operating under a single name for the past 10 years. Those companies work in partnership with a wide range of other organisations at local and national level. It targets all groups in society, including young people, adults and employers, and provides a variety of services such as guidance interviews and CV preparation — the standard services that are provided by a careers service.

13. Services are available in schools from year 9, with services provided through a dedicated website as well as careers advisers working directly with the schools and colleges, as is done in Northern Ireland. However, as with other UK regions, Wales has undertaken a review of its career guidance and has instituted a large-scale change for the system. The review found that the service was in need of improvement; had a lack of leadership; had a fragmentation of services; had inconsistent links between Career Wales and the higher education careers services; and needed to improve training for careers advisers. Those and other reforms of the system have been instituted. The six regional companies having been pulled into one organisation is similar to what Northern Ireland has, which is one body responsible for careers guidance. The changes to the system have only recently been introduced and their full implications are not yet known.

14. The Republic of Ireland uses a very different system to that used in the UK. It is much more fragmented, and it has been criticised by the OECD. So, it is also undergoing reform. Guidance is delivered in post-primary schools, third-level institutions and as adult guidance by different organisations. In post-primary schools, it is carried out by schools with guidance counsellors funded by the Department of Education and Skills. Previously and in the past few years, guidance in post-primary schools was provided by careers guidance counsellors who had a dual role. They would provide counselling and careers guidance to pupils, and in some cases, they were also teachers, so they were potentially doing three different roles. Their funding was based on the number of pupils within the school. That has recently changed so that it is now based purely on the teaching grant that the school gets. They have to pay for that service from their own budget, so that could potentially have implications on what services are available for young people. As budgets are tight in the Republic, it will probably impact there.

15. Third-level institutions, such as higher education institutions and institutes of technology, provide their own services, which is similar to what is done here in Northern Ireland and throughout the UK. They have their own services and the provisions are largely concentrated on final year students and recent graduates. Guidance includes information on educational and employment opportunities available

to students and graduates. For adults, guidance is provided through organisations such as FÁS. It is provided on two tiers, with the Local Employment Service focused on areas experiencing persistent unemployment, and it is thereby tailored to meet the needs of individual clients. The mainstream employment service staff are more generally involved in short-term jobs information and advice, so they would offer immediate guidance such as on CV preparation and that kind of thing.

16. A website called Careers Directions has been launched, and it provides up-to-date labour market information, opportunities to develop action plans and links to job opportunities. However, it should be noted that, prior to the institution of these changes, a review of careers guidance in the Republic of Ireland was carried out by the OECD in 2010. It found that careers guidance services were fragmented and weakly underpinned by information on labour market opportunities. It also found that awareness and use of labour market information is insufficient, and the sources of online careers information are fragmented and difficult to use. They are starting to build better website systems, but that is still in progress. This has all been taken into consideration in 'Pathways to Work', which outlines a strategy that has been designed to get employment back up and running in the Republic. However, consultations regarding career guidance are still ongoing, although the final structure has yet to be finalised. It is still very much in development.

17. If you have any questions, I will be happy to answer them.

18. **The Acting Chairperson**: Well done, Eóin. Given the comprehensive report you prepared for us, you did well to deliver it in the time frame.

19. **Mr F McCann**: As the Chair said, it is a very good and very extensive report, and it lays out well what happens in different regions across these islands. I noticed that a lot of the work has been fragmented in different organisations, although I picked up that the Scottish model seems to have got its act together. Its online provision, My World of Work, seems to offer a better opportunity for people to tap directly into.

20. **Mr E Murphy**: It is a very good and comprehensive website.

21. **Mr F McCann**: We deal with the question of NEETs here on a regular basis, and some schools may not have the opportunities and kids there may be bypassed by and large at certain levels of education. Is there anything in there that zeroes in on young people in schools that do not have high educational attainment to allow them to tap into careers? We dealt with it here a number of weeks ago, when one company said that people were going into third-level education.

22. **The Acting Chairperson**: It is a very relevant point because the NEETs strategy is to ensure that all people, particularly pre-NEETs and those at secondary schools for example, are prepared for the workforce or further education. The question might be more appropriate for our next briefing session and we might get more detail on that.

23. **Mr F McCann**: Was there anything in the research that allowed you to zero in or focus on it? Are reviews built in to all this? Six companies are operating different parts of a strategy, and it seems that it would be better if careers was under the one roof. If you have six competing companies, it might not have the desired effect.

24. **Mr E Murphy**: The situation with the six companies in Wales highlighted the issue of fragmentation of the system and the need to bring it all together under one roof. That is in an OECD report from 2004, and all the UK strategy redevelopment has come from that report, which benchmarked a number of best practice provisions across the world and said that, "These are the best ways to deliver this". Part of it was that a single body should deliver careers guidance.

25. In Northern Ireland, we have always had one system in place through the Careers Service, but the Preparing for Success strategy is much more about the Department of Education and the Department for Employment and Learning working together to deliver careers guidance. In schools here, you have provision from the age of four, and the idea is that it starts off at a very basic level along the lines of, "What do you want to be when you grow up?" and that, when you finish school, jobs are out there for you to access. Over time, it is gradually built up.

26. That is integrated here in the lessons, and post-primary schools have a system whereby you do careers guidance as a class and also, in your maths lesson, the real-world application is explained. So, instead of wondering why you are being taught algebra and having no idea, part of the lesson will explain how it will be used and what it is used for, and it gives an idea of what you do with it when you are done. It is not taught in pure academic isolation, such as learn a topic, do your exams and then worry about it. It is all part of one continuing all-age service. The changes were only recently implemented, in 2009, and there is continuous assessment every couple of years. The most recent report was published, I think, in 2009. I am not too sure, but I can check for you.

27. **Mr Lyttle**: In what country is that happening?

28. **Mr E Murphy**: Here.

29. **The Acting Chairperson**: Fra, it is a relevant point. In trying to prevent NEETs, we need to know what efforts are being made to ensure that there is no tsunami coming down the line. We have over 40,000, and Cathy and Fiona, in the next session, may be in a much stronger position to add some weight to that from the perspective of the schools.

30. **Mr F McCann**: You are right. My point is that the system in some regions seems to have shone and seems to be better than that in others. The paper referred to the Scottish system. If we were to develop something like that, do we look at the other regions and pick out the best of them? There are schools that this may bypass where people just leave school.

31. **The Acting Chairperson**: That is a fair point. Where are examples of the best models out there that are delivering? However, we will leave that, Fra, until the next group.

32. **Mr Lyttle**: Is anything in Northern Ireland comparable with My World of Work? Given the centrality of careers advice, if dissolution was not looming for the Committee, careers guidance would be a justifiable topic for a Committee inquiry, but obviously we do not have the flexibility to proceed with something like that at this stage.

33. **Mr E Murphy**: NI Direct's career service website is specifically designed to provide information. I would not say that it is as comprehensive as My World of Work, but it seems to be designed more for just initial access, so it will give advice on CVs and general advice that can be given through online services. It also provides labour market information, which has been identified as a central component.

34. The idea behind accurate and effective labour market information is that you know that, if you are going to do a degree, what jobs will be available at the end of it in three, four or five years' time. So, you are making accurate and effective decisions about your learning. It is about creating a career path for yourself and knowing where the important points are, what jobs will be there at the end of it and where you can go further with it. It is not done in isolation where you are just saying, "I have an interest in doing engineering", but you come out and there are no jobs after three or four years. It is so that, if you go into a certain area within engineering, you know that posts are available at the end of it, so you will be coming out with the skills needed and will meet business needs. There has always been that criticism of a disconnect between business and

education, so it is kind of melding them. The Careers Service is very much intended to act as that body that melds the two so that effective decisions are made on all sides.

35. **Mr Lyttle**: That sounds encouraging. My understanding is that DEL has a reasonable package of careers guidance tools available to it through the Careers Service. For me, the gap seems to be in joining the Department of Education and schools with that service at times. Are there greater compulsory requirements on schools in any of the other jurisdictions to deliver careers guidance in certain ways or is it similar to here where it seems to be optional but delivered, of course, within that optionality?

36. **Mr E Murphy**: Here, as I said, there are agreements between 99% of secondary schools and the Careers Service so that the Careers Service goes in and helps to deliver additional support. Schools have their own careers guidance teachers, and it would be partly up to them to deliver it with regard to what is in the curriculum. However, the Careers Service provides additional support. As far as I am aware, from speaking to the Careers Service, that 1% is two schools, and both decided not to take part because they felt it was not appropriate for their schools. One was a school that had young people with special needs. However, both do work with the Careers Service in other areas, so although they do not have the agreements in place, they have additional services and support and they know that the support is available when needed.

37. Scotland has a similar arrangement in place with agreements. As far as I know, in England, it is up to the schools themselves to source careers guidance. I am not definite about that, but I can certainly get the information for you. I think that Wales has something similar with agreements in place with its careers service, but I will get that confirmed.

38. **Mr F McCann**: If schools have a budget, do they have to pay for the Careers Service to come in?

39. **Mr E Murphy**: Here, not as far as I know. It is a service agreement. As far as I know, it is within the curriculum, but, again, I will get that confirmed.

40. **The Acting Chairperson**: OK, Eóin, well done. A very good paper and presentation. You were flowing there in your responses. You did your homework, so thanks very much.

20 June 2012

Members present for all or part of the proceedings:

Mr Basil McCrea (Chairperson)
Mr Thomas Buchanan (Deputy Chairperson)
Mr Jim Allister
Mr Sammy Douglas
Mr Chris Lyttle
Mr Fra McCann
Mr Barry McElduff
Mr Pat Ramsey
Mr Alastair Ross

Witnesses:

Ms Fiona Browne	*Northern Ireland Schools and Colleges Careers Association*
Ms Cathy Moore	

41. **The Chairperson**: I welcome the witnesses. We have Cathy Moore, chairperson of the Northern Ireland Schools and Colleges Careers Association (NISCA), and Fiona Browne, secretary of the organisation. You are very welcome. We look forward to hearing what you have to say.

42. **Ms Cathy Moore (Northern Ireland Schools and Colleges Careers Association)**: We provided the Committee with a very succinct briefing paper to give members an awareness of what is happening in schools with careers education, information, advice and guidance (CEIAG) in Northern Ireland. The previous witness gave you a good and comprehensive overview of career guidance.

43. I believe you all have a copy of part of the 'Preparing for Success Implementation Report', and the update from March 2011, with the key action points and progress from the joint strategy from the Department of Education and the Department for Employment and Learning (DEL). That joint strategy is unique; there is no other strategy like it. I know that the Committee looked at careers guidance internationally, as well as in England, Scotland, Wales and the South of Ireland. To have an interdepartmental strategy like this is unique. Very good progress has been made on a lot of the key action points that were highlighted.

44. Careers guidance provided by the Careers Service Northern Ireland is bought into by each school. Careers education, it is agreed, is provided in-house. That is where there are more inconsistencies across Northern Ireland, when you take into account the science, technology, engineering and mathematics (STEM) agenda, economic needs, skills shortages, labour market information, work-related learning and work experience. All those things are supposed to be dealt with in-house. Some excellent practices are happening across the post-primary sector in Northern Ireland. However, there are quite a few inconsistencies. That has been picked up on not just by the joint strategy but by the Education and Training Inspectorate (ETI). When we were here previously, we discussed the inconsistencies and problems that exist with CEIAG in post-primary education. That means further education colleges as well as special education schools, integrated colleges and secondary and grammar schools.

45. Our role in NISCA is that we are the professional body for careers teachers. I notice that the previous witness referred to career guidance teachers in schools in Northern Ireland. That is not actually the case. Generally, the structure in schools is there is a head of department who is head of careers. In theory, that person should be an appropriately qualified teacher who has a qualification in delivering careers education. However, there has not been such a qualification available in Northern Ireland for at least nine years, possibly more. The joint strategy recognised that gap. Therefore, the head of department for careers is

actually a subject teacher in something else, and employed in the school already. It is not very often that you will see a head of careers post advertised in the press; they do tend to be selected internally.

46. It can be unpopular but, if you recruit internally, the head of careers post is often used as a stepping stone to senior management and principalship. You may have someone who is learning the job, on the job. They may or may not have support from their principal; they may or may not have a qualification in careers; they may or may not stay in the post. An awful lot of continuous professional development (CPD) is required if you are working in careers education in schools. If you do not have the support of your senior leadership team and principal, it is very difficult to fulfil the role. That is something that we touched on, slightly more than briefly, the last time we were here.

47. **The Chairperson**: Cathy, I want us to have a discussion about this. You have raised a lot of good things, so do not feel constrained. It is good that we can get certain things out in the open. With no disrespect to any individuals who deal with careers — Chris mentioned earlier that we should have a review into it — I think that there are huge structural problems, and our careers guidance is simply not working. I do not think we are getting the thing right. I am really interested to hear — I am sure the Committee is as well — what we might do to fix it. So fire ahead: tell us some more. We got the bit about career progression. What else do we need to know?

48. **Ms Fiona Browne (Northern Ireland Schools and Colleges Careers Association)**: Before we go on any further, I would like to say that there have been huge leaps and bounds in the whole careers service and the way that it is dealt with in schools. That has come on immensely in the past 10 or 15 years, so I do not want the Committee to think that there has been no progress.

49. I accept the point that we are not where we want to be or need to be, but there has been huge progress in careers advice over the past number of years. Thinking back to my careers guidance, we were simply handed a UCAS form, and that was it. Therefore, if you look at where we have come from, there has been huge progress. I would like to make that clear before we continue on where we go from here.

50. **Ms Moore**: Preparing for Success has highlighted 18 key action points, and they are being worked on. You will see how far along things have progressed since March 2011.

51. **The Chairperson**: Is that the 18 key action points that we have in front of us?

52. **Ms Moore**: Yes. The Department of Education and the Department for Employment and Learning launched Preparing for Success jointly with the two Ministers, and they invited principals from the post-primary sector. Some principals sent their heads of careers instead, which was not really what was needed; it was the principals who needed to be there. However, if you look at the key action points, you will see that a lot of them are in progress. The Committee has touched on skills shortages, economic needs, labour market information and careers information, and a lot of those things are being dealt with. Preparing for Success was innovative in that it was the first strategy of its kind, and it was supported thereafter by the Education and Training Inspectorate, which published quality indicators for good CEIAG in schools and colleges.

53. Since the launch of the joint strategy, the ETI has been inspecting careers education and guidance as part of any inspection. Therefore, the fact that inspectors must also inspect careers when they are doing literacy inspections in schools has significantly pushed this up the agenda. Schools have taken notice and have come on in leaps and bounds. There is some very good practice in the post-primary sector, but it is inconsistent. A lot of the problems

stem from how the school might be run, but principals will listen to the ETI if it comes in.

54. **The Chairperson**: What would you like us to take forward for you? I do not want to put you in a compromised position, but, for the Hansard record, the Committee really appreciates the fact that you have come along to talk to us. We understand that you are supportive of the professionals in the business and of the initiatives that have been taken forward. Nevertheless, the Committee has said on previous occasions that we have concerns about the inconsistency and about whether we are making the most effective use of resources. Therefore, you are here at the Committee's behest, and you are required to assist us. If it makes any difference to anybody else listening, this is the Chairman of the Committee speaking.

55. Tell us more. Tell us what we need to know so that we can ask the questions. I am happy to bring in colleagues very shortly, but I want to get a bit more from Cathy and Fiona. Is there anything else that we need to get on the table to talk about?

56. **Ms Moore**: Yes. "Resources" is the key word. It takes resources and allocation of financial resources to run an effective CEIAG programme in a school.

57. Schools do not pay to bring in careers guidance from the Careers Service, but it costs money to allow children to participate in work-related learning activities, entrepreneurship, employability and STEM. Careers teachers or anyone involved in delivering career or work-related learning require quite a lot of continuous professional development, and they are required to work in area learning communities and attend meetings. Although the funding is there at the moment from the Department of Education under the guise of the entitlement framework, we believe that that funding will run out in 2013. A lot of the funding has already run down or run out for STEM initiatives running through education. A lot of very good work has been done, especially in the past three or four years. There has been money in the pot from the Department of Education, and it has been earmarked under the entitlement framework fund for careers activities and STEM activities, but that pot is diminishing and disappearing.

58. Schools generally have reduced budgets. This is the second year in the four-year cycle. Anecdotally, from speaking to our members working in careers, they are being pulled out of timetabled careers guidance back into their primary subject due to redundancies in the school. Schools are working with much smaller budgets and with fewer staff to deliver the same number of subjects to the same number of pupils. Careers guidance is being squeezed out.

59. **The Chairperson**: It might be appropriate for the Committee to write to the Committee for Education to see whether it could inquire about the budgets and the issues that have been raised. Do I have members' agreement to do that?

Members indicated assent.

60. **The Chairperson**: Let us take a few questions.

61. **Mr F McCann**: I asked a question during the previous session about how we deal with the subject of careers with people who are in schools that may not have the educational attainment level of other schools. A couple of schools spring to mind where many young people, rather than looking at careers, fall through the cracks and end up on job training schemes and the like.

62. As you heard, we had a document presented earlier, which seemed to suggest that there are some shining examples. I picked up from the document that Scotland may have got its act together on how to deal with that. I listened to what you said, and although you are working on a strategy, there is a pot with ever-diminishing resources and you may not have the people to deliver a strategy anyway because they have been pulled into other elements of their school career. It gets a bit depressing

when we do not have a strategy that can deal effectively with those schools.

63. There was an issue in Barry's constituency a few weeks ago when the owner of a major engineering firm said that there was too much emphasis on qualifications for third-level education in the school in that area. I am sure that, if there were a concentration and focus on schools at secondary level where there may not be the educational attainment, people would be encouraged to train for that type of work. There does not seem to be anything to deal with that issue.

64. **Ms Moore**: First, it is a matter of getting that information across. We talk about careers information and labour market information. However, it is getting that information across to people who are working on the ground with pupils so that they can pass that information on and point out the skills gaps. The labour market information hub and working with parents will be key. First, people in the schools have to know that there could be gaps and opportunities in certain areas. Sorry; what was the second part of your question?

65. **Mr F McCann**: I have probably forgotten. *[Laughter.]* Teachers are being pulled away from giving careers advice, so any strategy that comes in is probably not worth the paper that it is written on because people are focusing on other things, rather than careers advice. I talked about the engineering company that said that there was too much focus on qualifications for third-level education, and that there would be people who would like to be trained up. That company has the jobs — certainly for apprenticeships.

66. **Ms F Browne**: I think there is a feeling in society today that — whether rightly or wrongly — the value is in third-level education and having that degree. The Government put forward the target of 50% of people being educated to that level a number of years ago. I do not think society needs half of the population to have degrees, but it seems that that is the goal now. We get an awful lot of pressure from parents, because that is what they want their child to do and that is where they see progression. They do not see a lot of value in starting at the bottom with an apprenticeship, training up and learning the job. A lot of the pressure on us comes from parents who want something better for their children, and they see that as the degree route.

67. **Ms Moore**: There is a lot of information coming through from Oxford Economics and DEL's analytical services. What they are saying in the programme for 2020 is that pretty much 50% of those future jobs are going to be higher-level professional or degree-related careers. You have that information coming through on one hand and local employers on the other. For 16-year-olds, it is very difficult to secure an apprenticeship, because they are competing with people who are older and have better employability and work-related learning skills, which draws back to what you can do within work-related learning to make young people employable in statutory education. Work-related learning activities take form in many guises. Work experience is only one of those. If those activities are being squeezed out due to lack of funding in the secondary sector, we have a problem, because local employers might say that they have 16- and 17-year-olds who do not know how to fill out an application form or interact and who have poor literacy. Obviously, that will bring you back to your NEETs strategy and literacy and numeracy. That is obviously going to be a comprehensive strategy, working on quite a lot of different strands.

68. **Mr F McCann**: Just to —

69. **The Chairperson**: You need to be quick, because there are a few people asking to speak.

70. **Mr F McCann**: It is just a comment.

71. **The Chairperson**: Sure.

72. **Mr F McCann**: I believe that education is the greatest thing in the world in terms of people attaining and achieving their ambitions through third-level

education. That bit of paper means everything in life, especially if you are looking for a job here or if you go abroad. However, we also have to factor in the fact that there are large numbers of people who will not go on to third-level education, and they cannot be left behind. If you are tailoring a careers strategy, it has to include the people who do not go on to third-level education. We can all have an aspiration that we want 50% of people to go through to third-level education, but we have to face the fact that, in the real world, that is not going to happen, and that we have to cater equally for the other 50% who may not want to move on to that.

73. **The Chairperson**: OK, Fra. We got that point. Thank you.

74. **Mr Buchanan**: I have one brief question. I notice the 18 action points, and I see that some of them are achieved and some of them are in progress. How do you measure the success of those action points? Action point 5 states:

"Over 100,000 school age learners each year are now participating in employability and work related learning programmes which aim to promote creativity and innovation".

75. How do you actually measure that? Have you a mechanism for measuring the success of those action points?

76. **Ms Moore**: They are monitored and evaluated at a high level by the Department of Education and the Department for Employment and Learning — it is a joint strategy. We do not have access to that kind of information as careers teachers, but those who composed the strategy are monitoring it and the two Ministers at the top would receive briefings from civil servants in the Department of Education and the Department for Employment and Learning. I am afraid it is a very difficult question for me to answer. You would need to bring together those who put the strategy together. Apologies.

77. **Mr Buchanan**: Fair enough. That is OK.

78. **Mr P Ramsey**: Good morning; you are very welcome. I sense, as the Chair indicated earlier, that it is a delicate area for you, because others would come in and be very clear and concise on where the responsibility lies. We are taking the language you are using — inconsistency.

79. However, 45,000 young people across Northern Ireland leave post-primary schools as NEETs. Fra's questions do link in: there has to be a way to synchronise the strategy that evolves out of NEETs. There has to be long consideration and it should involve the schools. We should write to the Department, Chair, to get the evaluations. You are clearly telling us that there are inconsistencies, and a number of schools are failing young people because they are not putting enough priority on careers.

80. **Ms Moore**: Exactly.

81. **Mr P Ramsey**: As a result, I wonder what instructions are coming from the Department. It is also the case that a lot of those schools are under such financial pressure that they are deciding where the priorities lie and are looking at teachers rather than —

82. **Ms Moore**: Yes.

83. **The Chairperson**: Pat, you made a suggestion, and Cathy mentioned a conference that not every head teacher went along to.

84. **Ms Moore**: They sent their head of careers, who already knew the information. That was just —

85. **The Chairperson**: The Committee may write to find out about that. Was the conference organised by the Department of Education?

86. **Ms Moore**: It was a joint event between the Department for Employment and Learning and the Department of Education. They are always trying to get principals together to get the message to them.

87. **The Chairperson**: If it is a joint thing, I suggest that I request a list of the people who attended the conference and find out how many were principals.

Let us just see who went and who did not and then decide how we will deal with that. With your agreement, Committee, we will do that.

88. **Mr P Ramsey**: This issue is hugely important. Chris Lyttle made a very valid point: we have capacity issues now. We have been discussing young people, their difficulties, marginalisation and lack of educational attainment, and we would have had the capacity to commence a Committee inquiry into careers. However, I do not think the time frame is on our side to do that.

89. **The Chairperson**: We might. Chris will want to speak, but —

90. **Ms Moore**: As many people as possible can try to keep this issue high on the agenda, but it will slip because schools are driven by league tables and statistics, and they will put their resources into educational attainment. The evidence of such is a GCSE, A level or equivalent. However, the outcomes of CEIAG are much softer.

91. **Mr F McCann**: I raised this earlier. When a school is allocated a budget, is a section of that allocated to careers advice?

92. **Ms Browne**: It is up to the principal.

93. **Ms Moore**: That is part of the problem.

94. **Mr P Ramsey**: It is not just the principal but the board of governors with regard to prioritising financial plans. The seven fundamental principles that you listed are absolutely correct but are not being met for thousands of students and pupils in post-primary schools. Who ultimately is responsible? You say that there is a dual role between DEL and the Department of Education.

95. **The Chairperson**: We got the question, Pat.

96. **Mr P Ramsey**: Who gives the directive, for example, to ensure that those standards are met and are consistent?

97. **The Chairperson**: Right, we got the question.

98. **Ms Moore**: There is no legislation; is that not correct? There is no legislation on this exactly around CEIAG. So, the Department of Education can strongly advise and encourage all schools to buy into CEIAG and listen, and many do. They can also use the ETI, because principals will listen to it. Other than that, this is part of —

99. **Ms Browne**: I feel that accountability lies with the principal of the school. It stops there.

100. **Mr P Ramsey**: We have a responsibility first of all to get a briefing from our own Department or Minister on the action points and what responsibility he is taking. We should also be writing to the Education Committee to see what action it is taking about the thousands of children who we are failing. It is now obvious that we are failing them because the models of good practice are not being exercised across Northern Ireland. It is very simple.

101. **Ms Moore**: Yes, it is inconsistent.

102. **The Chairperson**: I need to bring some other folk in now. I will come back to Chris's question about whether we have time. We might have time to do an inquiry, but we will deal with that at the end and discuss the right way to take it forward.

103. **Mr Douglas**: Thank you, Cathy, for your presentation. When I think about successful schools, I think about Ashfield Boys' High School and Andy McMorran. For me, that man had enthusiasm, commitment and passion for children. You said that the role of head of careers can sometimes be a stepping stone for a person's career. There must surely be some sort of job description for that, because it is not just a matter of taking a teacher who wants to go up the ladder. It should be someone who is passionate about it and has a bit of experience of the links and networks. Is that not the case, Cathy?

104. **Ms Moore**: There is a job description. It depends whether it is advertised externally or internally and how schools deal with how they appoint people to posts.

105. **Mr Douglas**: Are you saying that it can be internal or external?

106. **Ms Moore**: Yes.

107. **The Chairperson**: I take the point that it is very hard to keep up to date with careers. You need someone —

108. **Mr Douglas**: That is what I mean, Chair.

109. **The Chairperson**: Good point, Sammy.

110. **Mr McElduff**: My concern is about the absence of information to students and young people, particularly in border communities, about options in institutes of technology. For example, I am told that you can start and finish a degree in Dundalk Institute of Technology, but people in Newry, which is 20 minutes away, do not know that. It has a student population of 5,000, and 50 come from counties Armagh and Down, which are the nearest counties. If Careers Service is all about serving the best interests of the young people, why is that a secret and why is that information being withheld from them? Last week, a young lady from Omagh was trying to get into a social work course at Queen's, and it was very competitive and oversubscribed. It emerges that that course is available in the Dundalk Institute of Technology, which is well within her reach. However, it is like pulling hen's teeth trying to find out that information. Why is that?

111. **Ms Moore**: There is no decent central database of courses in the South of Ireland. For UK higher education institutions, you have UCAS, which has a course search facility, allows you to apply and track, and has advice for parents, teachers and students. It is well used and well regarded. The equivalent for the South of Ireland is the Central Applications Office (CAO) — www.cao.ie — and it is through it that people apply to courses there. It has a simple course search mechanism, but there is very little advice. It is a very different kind of organisation to UCAS.

112. There are also many course finders and advice on courses on higher education institutions across the UK and many brilliant websites that are free resources. There is no equivalent for universities and higher education institutions in the South of Ireland. They tried to get one off the ground — studyinthesouth.ie — but it did not happen. There is a big gap in the market, because you need a website that outlines the different types and levels of courses, where you can do courses, and where they will lead to. There is an abundance of that for UK higher education institutions, but it is really difficult, as practitioners who work in schools, to get decent information on the universities.

113. **The Chairperson**: OK. We got the point that they do not have much.

114. **Mr McElduff**: Dundalk Institute of Technology went on an exercise to bring that to the attention of schools and pupils in and around County Down and County Armagh. From a situation where the entire population of students from Down and Armagh is currently 50, the institute has received 227 applications this year on foot of the exercise that it embarked on. Letterkenny is just over the road for students in Sligo, Letterkenny and Dundalk as it is for students in south Fermanagh, Strabane and Derry, and it could be the solution for the young person.

115. **Ms Moore**: Indeed.

116. **The Chairperson**: I have no problem with that. I worry that, wherever they are doing the courses, they are doing the wrong qualifications. There are jobs out there, but we do not have enough people to fill them. We also have people who have worked really hard to get a qualification and now they are saying, "Where is my job?". That, to my mind, seems to be an issue. I have no problem with where people go —

117. **Mr McElduff**: The employability bit is what you are emphasising.

118. **The Chairperson**: I just think that there is an issue there.

119. **Mr Lyttle**: Thank you for your presentation. It is always really helpful

to hear from you. A lot of the issues are probably as much for the Department of Education, if not more so, than DEL. However, any good careers service will have partnerships with Departments of learning, Departments of economy and employers. It seems that some schools are doing that very well, and it is important to say that. However, you have said that there is inconsistency, and varying levels of priority are being given to the importance of careers information and guidance. I do not know what can be more of a priority than ensuring the employability of our young people.

120. We have mentioned inquiries. Maybe there is work to be done jointly with the Education Committee. How can we tackle that inconsistency or those varying levels of priority? You mentioned that the Department of Education is looking into a qualification for careers teachers. Are there not already qualifications for careers teachers?

121. **Ms Moore**: Not in Northern Ireland. Historically, there was a qualification provided by one university, a qualification provided by another university, and there was one provided jointly. There was generally always one available, and it was quite well funded, but it disappeared about, I think, nine years ago, and there has not been anything since. There is quite a high turnover of staff moving in and out of heads of careers posts. So, when we look at our members across Northern Ireland, we see that there are at least 50% of current heads of careers without a careers qualification.

122. **Mr Lyttle**: How are we preparing teachers to deliver careers education?

123. **The Chairperson**: It seems to me that there are so many questions that we do not know the answer to. The right way forward is for someone to hold an inquiry.

124. **Mr Lyttle**: I think that goes right to the heart of it. I am not being critical of teachers. Surely, it is wholly unfair of us to expect a teacher to deliver that type of robust framework without any type of additional training to the educational training.

125. **Ms Browne**: There will be additional training, but there is no formal qualification.

126. **Mr Lyttle**: The key question is this: how do we tackle that level of inconsistency across the board?

127. **Ms Moore**: The ETI has quite a lot of power, and it is inspecting the package as part of everything else. There needs to be more of an emphasis on that because the ETI can only get into a certain number of schools at a certain time. The principals listen to the ETI. We keep coming back to the principal and the way that the school is led. The principal has a lot of power. Depending on how the principal runs each school, if they are not taking notice, perhaps we need to look at giving boards of governors more power to hold the principal accountable. I am sorry if that sounds a bit —

128. **Mr Lyttle**: Is there a need for more formal requirements to be placed on schools or principals around what they deliver?

129. **Ms Browne**: Yes.

130. **The Chairperson**: Would it be the mind of the Committee, if time permitted, to take this on as an inquiry, perhaps in conjunction with the Department of Education?

131. **Mr Lyttle**: I think that you have to speak to the Education Committee about this. There is a huge amount here that is for the education portfolio.

132. **The Chairperson**: I think there is an overlap. I wonder whether it would be appropriate for us to write to the Committee for Education to ask if it would like to join us. You might want to think about that. I do not know that we would need both Committees in their entirety, but it might be that we form some sort of inquiry made up of members from both Committees.

133. **Mr Lyttle**: As a point of reference, if I am not wrong, the Committee for Enterprise, Trade and Investment had

one member act as a rapporteur for an inquiry. There may be a more nimble format for doing that.

134. **The Chairperson**: We could write to the Committee for Education and ask whether it had an interest in working with us and in what format. Would it also be appropriate to write to the Committee for the Office of the First Minister and deputy First Minister to enquire whether there would be time for us to do such a thing?

135. **Mr Lyttle**: Yes, by all means.

136. **The Chairperson**: I do not want to start something, just for it to finish two weeks later with us saying, "Thank you very much." Are members agreed that we will write and ask for some indication of whether we would have the time to properly complete the inquiry that we are planning to take on?

Members indicated assent.

137. **Mr F McCann**: Can I just ask one thing? I have been running through everything that has been said. You said that it is urgent that we get something under way as quickly as possible. Given the possible demise of this Committee, sooner rather than later, and given that we are coming into recess, is there not a fine timeline for responses that will impact on our ability to have an inquiry?

138. **The Chairperson**: Do you mean that we will not get a response back before we go into recess?

139. **Mr F McCann**: Yes.

140. **The Chairperson**: We will just have to ask the Committee Clerk to —

141. **The Committee Clerk**: We have already written to OFMDFM and have been given a holding reply. We asked for —

142. **Mr F McCann**: Could I make a suggestion? We should write those letters, but you, as Chair of this Committee, should take it up with the Chairs of the other Committees at the meeting where all the Chairs come together. You could raise it there.

143. **The Chairperson**: OK. We will note Fra's proposal.

144. It is an issue. I feel quite strongly that careers is not being dealt with. To me, it is not even about individual careers. I know there is an orthodoxy out there that every individual should get the right career for them. However, we also have a responsibility to society. If we are producing too many lawyers and not enough apprentices, we have to get someone who has a strategic vision. It is not just about the post-primary sector but the primary-schools sector. What came across in today's submissions is that, although there is good work in parts, there is no overarching drive. We need to provide that if we want our schools and principals to do that.

145. **Mr F McCann**: I do not know whether it is part of this, but it was certainly a worthwhile exercise when Chris, Sammy, myself and Jennifer went to an event, three or four weeks ago, at a school of excellence for soccer.

146. **Mr Lyttle**: The Belfast Metropolitan College's football academy.

147. **Mr F McCann**: There were 40 young people from deprived areas across the city.

148. **The Chairperson**: I cannot understand why I was not asked to that event.

149. **Mr F McCann**: They actually said that you were.

150. **Mr Lyttle**: You had a diary clash.

151. **The Chairperson**: That is right, I did. It was more the football excellence I was going on about.

152. **Mr F McCann**: All of us took away the worth of that academy. You had young people there who would not have gone into education but for the love of football. The catch was that, if they want to be trained to a level of football, they also had to do their education.

153. **The Chairperson**: I agree, Fra. I think that is absolutely the way that we would want to do it.

154. **Mr P Ramsey**: No legislation will be tabled this side of the summer around dissolving the Department. In light of that, we should prepare the background for the commencement of a Committee inquiry. I do not see any reason why we should not start that. It will have an impact immediately, through the commencement of it. Taking Chris's point, it is important that we liaise with the Committee for Education so that we are not overstepping the mark. It is important that we do it. There is a good rationale for doing it. I am not taking away from the suggestion of writing to OFMDFM, but I do not think that we will get any response from it other than another holding letter. If we prepare the ground for it and commence it at the beginning of September after recess, I think that we will get four or five weeks out of it.

155. **Mr Lyttle**: That is not a bad proposal. I have a collection of OFMDFM holding letters. You might not want to add to those.

156. **The Chairperson**: I was only doing it for the record. Are members content to do as Pat suggested?

Members indicated assent.

157. **The Chairperson**: We will do that. Cathy and Fiona, is there anything more that you need to tell us? You have given us plenty of food for thought, and we will do it properly now.

158. **Ms Moore**: I know that a huge part of the drive from your Committee and your interest in careers has come from hearing from employers on the mismatch in skills. There is an economic drive, and it also comes from looking at the NEET strategy and the wider benefits of CEIAG. It has come to light because of the position of the economy, but there are also social and individual needs. I mentioned that there is a strong evidence base for programmes being effective and making a difference to people's lives. I brought a lot of the reports on a pen drive for you, if anyone is interested. I divided them into the evidence base and business-education engagement, which is another big area. There is a lot of evidence there.

159. **The Chairperson**: If you let the Committee Clerk have a look at that, we will see what we can do about it.

160. Before I close, the Department received a presentation this morning from Oxford Economics about the skills shortage. Were we aware of that?

161. **The Committee Clerk**: It is embargoed until 12.00 today. It was e-mailed to you.

162. **The Chairperson**: As I understand it, there was a presentation at 8.00 am and another one to the press at 10.00 am.

163. **The Committee Clerk**: Is it on corporation tax?

164. **The Chairperson**: I do not know what it is on, because I am not at it. I just know that there is a presentation. The statutory basis for this Committee is that the Department has to engage with it on policy issues. Given that we have an interest in skills and economic development, I would like a letter to be written to the Department asking that we be kept informed of such initiatives. This Committee should not have to read of those in the press.

165. **The Committee Clerk**: I would need to find out whether that is the corporation tax presentation that was given to us at 9.15 am.

166. **The Chairperson**: The Confederation of British Industry (CBI) mentioned it to me. I would like a letter to ask what Oxford Economics was doing and why the Committee does not know about it, unless the Committee does know about it and I have forgotten.

167. **Mr Lyttle**: If we are moving to the point of trying to draft terms of reference for any such inquiry, I suggest that we include and liaise with the Northern Ireland Schools and Colleges Careers Association to help us to inform what that would look like.

168. **The Chairperson**: Would you be willing to do that?

169. **Ms Moore**: We were about to ask whether we could be included.

170. **Mr Lyttle**: Great minds.

171. **The Chairperson**: You have your champion in Mr Lyttle.

172. What are you going to tell me I cannot do now?

173. **The Committee Clerk**: I just want to check that, given that we are drafting terms of reference for an inquiry into career guidance, are we still writing to the Committee for Education to ask it whether it wants to join us, or are we doing it ourselves?

174. **The Chairperson**: Pat's suggestion is that we are going to do it.

175. **Ms Moore**: The full term is CEAIG, rather than career guidance.

176. **The Chairperson**: Out of politeness, we should write to the Committee for Education to ask whether it wishes to join us or wishes to provide a rapporteur or some such thing.

177. **Mr F McCann**: You can raise it at the —

178. **The Chairperson**: I will raise it or it can be put on the agenda for the joint Chairs' committee.

179. **The Committee Clerk**: Are we still writing to OFMDFM?

180. **The Chairperson**: We will write to it. You have nothing better to do. That is a joke, for the benefit of Hansard.

181. **Ms Moore**: Thank you very much.

182. **The Chairperson**: Thank you very much, Cathy and Fiona. That was really useful. We look forward to you engaging with us, and we appreciated your forthright comments. You raised certain issues that I will look forward to picking up again, not least, Fiona, the view that 50% might be too high. All of these things are noted, and we will be in touch with you.

10 October 2012

Members present for all or part of the proceedings:

Mr Basil McCrea (Chairperson)
Mr Thomas Buchanan (Deputy Chairperson)
Mr Jim Allister
Mr Sydney Anderson
Mr Phil Flanagan
Mr David Hilditch
Mr Chris Lyttle
Mr Barry McElduff
Mr Pat Ramsey
Mr Alastair Ross

Witnesses:

Mrs Nuala Kerr Mrs Judith Shaw	*Department for Employment and Learning*
Mrs Dorina Edgar	*Department of Education*
Ms Patricia Nelson	*Education and Training Inspectorate*

183. **The Chairperson**: Nuala Kerr and colleagues from the Department for Employment and Learning (DEL) and the Department of Education (DE) are here this morning to brief the Committee.

184. **Mrs Nuala Kerr (Department for Employment and Learning)**: Good morning, Chair.

185. **The Chairperson**: Nuala, are you taking the lead?

186. **Mrs Kerr**: I am.

187. **The Chairperson**: Will you introduce the team?

188. **Mrs Kerr**: I will.

189. **The Chairperson**: Thank you very much. You are most welcome. I remind members that the session is being recorded for Hansard. The Department for Employment and Learning's response to the inquiry has been provided to members, as has the Department of Education's. Nuala, over to you.

190. **Mrs Kerr**: Thank you, Chair. First, we welcome the opportunity to be allowed to present to the Committee. As you mentioned, we forwarded a written account of the work that we have been doing on careers. I want to provide a brief summary of that to begin with today, and, with your indulgence, my colleagues from the Department of Education will do the same.

191. The Department of Education and the Department for Employment and Learning jointly launched the Preparing for Success careers education, information, advice and guidance (CEIAG) strategy and its associated implementation plan in January 2009. The Careers Service will lead on the implementation of the strategy on behalf of DEL, and Judith Shaw and I will provide an overview of DEL's view on that. Our colleagues Dorina Edgar from the Education Department and Patricia Nelson from the Education and Training Inspectorate (ETI) will present the Department of Education's perspective on it.

192. In relation —

193. **The Chairperson**: Are we going to do this in two halves?

194. **Mrs Kerr**: Yes, if that is OK with you, Chair.

195. DEL has two key responsibilities in careers guidance: first, the delivery of careers information, advice and guidance; and secondly, the associated policy development. The Department provides an all-age service from post-primary school onwards and has no remit in the primary school area. The Careers Service has formal partnership agreements with all post-primary schools, including special and independent schools where careers guidance is appropriate. Currently, 98% of post-primary schools fall into that category. The purpose of the agreement is to support the schools' careers

education programme and to provide pupils, particularly those in years 10 and 12, with access to impartial careers information, advice and guidance.

196. During 2011-12, 87% of year 12 pupils received one-to-one careers guidance from the Careers Service, and 52% of year 10 pupils received support with subject choice and transition planning. That was delivered through group sessions, as well as by one-to-one guidance. We are also working with DE to increase access to pupils, and that Department has written to schools to reinforce that message.

197. The Careers Service provides information on jobs, education and training opportunities, including further education (FE), apprenticeships and Training for Success. Careers advisers also provide information on science, technology, engineering and mathematics or STEM-related careers opportunities and priority skills areas. They can provide class talks, one-to-one guidance and attend careers events and parents meetings. The provision is tailored to the needs and wishes of individual schools and agreed with those schools. The Careers Service supports young people on Training for Success through induction talks, one-to-one guidance and exit talks. All training suppliers have a named careers co-ordinator, and the Department assigns a careers adviser to each training provider.

198. Each FE college employs qualified careers advisers who provide a comprehensive careers guidance service to their students. In addition, the Department assigns a careers adviser to each college and operates a referral process.

199. Individual higher education institutions employ qualified careers advisers and deliver a comprehensive guidance service to their students. Schools, colleges and universities are represented on the careers steering group, which is responsible for overseeing the implementation of the Preparing for Success strategy.

200. The Department employs more than 100 professionally qualified careers advisers, who are based in 27 locations across Northern Ireland. They are based in careers centres, jobcentres and jobs and benefits offices. All careers advisers carry a mixed load of young people and adults, and they work with clients of all abilities. A small number of those advisers carry a majority caseload of young people with special needs. Additional support for individual clients is offered to colleagues. Staff are allocated on the basis of school pupil numbers. Therefore, we believe that there is equal provision for young people in urban and rural areas.

201. Careers resource centres provide support for adults. Out-of-school provision for young people has been established in Belfast and Londonderry, and a resource centre model is being tested in Dungannon as an exemplar for rural settings. Facilities have also been enhanced in Downpatrick and Bangor. In addition to the Careers Service, through NI Direct, we provide internet access to a wide range of careers information, jobs education and training opportunities. The website also provides access to careers-matching software, and work is ongoing to enhance the website and to make use of other media, including text messaging and Twitter, to access young people.

202. The Minister has maintained the budget allocation for the Careers Service at about £6·3 million per annum. The Department's recruitment policy requires that all careers advisers are professionally qualified to postgraduate level. Continuous professional development (CPD) is part of the Careers Service's commitment to quality. There is a focus on ensuring that knowledge and skills are kept up to date, with particular emphasis on labour market information, as well as priority and emerging skills. The Department's advisers attend an average over six CPD days a year, which exceeds the 20 hours that the Institute of Career Guidance recommends.

203. To reinforce professionalism and provide access to CPD materials and opportunities, the Department pays membership fees to the Institute of Career Guidance for all careers advisers and managers, and members are required to subscribe to the institute's code of ethics. Quality and continuous improvement are important in the Careers Service as a whole, and it is working towards achieving the matrix accreditation by March 2013, which is the national standard for the delivery of careers information, advice and guidance services. To conclude, I confirm that Preparing for Success supports the Programme for Government, the economic strategy and the Department's skills strategy. The Department is working closely with our colleagues in DE on the strategy's implementation, and progress to date has been very positive. However, we recognise that, when the strategy was developed, we were working in a different economic and social context. We have responded to significant changes in our environment by developing a streamlined and effective referral system with the Department's employment service, improving access for people in work by extending the opening hours of the Belfast resource centre, which is a pilot for other centres, and, in the active management of 16- and 17-year-olds, especially those who are at risk of becoming long-term not in education, employment or training — NEET — by supporting them into employment, training or education.

204. I will pass you over to Dorina Edgar from the Department of Education.

205. **Mrs Dorina Edgar (Department of Education)**: Thank you very much indeed, Chair, for the opportunity to brief the Committee. The briefing paper that we provided covers our response to the issues that were raised in your terms of reference, but, if you permit, I will make some short opening remarks.

206. The Programme for Government and the Northern Ireland economic strategy rightly recognise the particular contribution that education can make to growing a sustainable economy, and, through our education service, it is recognised that our young people are supported to develop the knowledge, skills, attitudes and personal attributes that they need to live fulfilling lives as the employers, employees and entrepreneurs of the future.

207. In focusing on the contribution of education to economic growth, the Department has reshaped its post-primary curriculum through the entitlement framework to make it more relevant to pupils' needs, employment prospects and career aspirations. As a consequence of the increased flexibility of the curriculum from Key Stage 4, there is a need for even more robust careers education, information, advice and guidance to be provided in post-primary schools. With a greater choice of pathways offered to pupils at Key Stage 4 and post-16 comes a need for increased support for pupils in making decisions at key transition points, particularly in year 10, year 12 and year 14. That, coupled with changes in the employment patterns and future skills needs, requires that schools provide high-quality CEIAG on a whole-school basis that supports the development of pupils to become effective career decision-makers in their own right.

208. Schools are expected to provide effective careers education that involves the whole school. Schools have a number of tools at their disposal to support them in the development of good careers education, including quality standards indicators that the ETI developed, as well as the Department's guide for developing effective career decision-makers. That aims to improve the quality of careers learning opportunities and encourage greater cohesion in the provision of information, advice and guidance in schools.

209. It is not possible or desirable for schools to provide CEIAG in isolation. Today, schools must, and do, work in close collaboration with the Department for Employment and Learning's Careers Service to guarantee that pupils have access to impartial advice, guidance and

up-to-date careers information, including labour market information. Mrs Kerr highlighted the valuable role that careers advisers who work in partnerships with schools provide. Schools also work closely with employers, which is greatly welcomed. I acknowledge their valuable contribution, from offering work experience to talks, workshops and other activities in schools.

210. Careers education is a very important and integral part of the curriculum, specifically in the area of learning for life and work in post-primary schools. It is our expectation that every child will have access to careers education while at school. Indeed, every subject teacher has a role to play by linking their subject content to, and making connections with, the world of work. The vision of the principal for his or her pupils is key to the robustness of the careers education that any school provides. I can point to examples — I am sure that my colleague from the ETI can also do so — of where schools have put pupils' needs first, offered good teaching and learning opportunities, choices of courses, good advice and guidance, and where achievements in results have improved markedly.

211. All ETI inspection reports must comment on the quality of careers education in school. Those comments are provided back to the school, and we expect them to take note of them. Where practices could be better, the feedback will identify the areas that should remain the focus for attention. The ETI comments also allow us to identify good practice.

212. All schools are members of area learning communities. We ask those communities to report annually on an implementation plan for four key strategic entitlement framework priorities, one of which is to deliver and develop a careers programme that assists an individual in making informed choices about the courses and pathways that are open to them that best meet their individual need.

213. You will be aware that the Department delegates a budget to schools to cover the costs of delivering the curriculum. We believe that schools, staffed with professionals, are best placed to make decisions for the delivery of the curriculum, including careers education. So, it is right and proper for principals to deploy resources locally to meet that need.

214. Careers teachers benefit from ongoing non-accredited CPD opportunities, inset days, training from the Council for the Advancement of Standards in Higher Education, and opportunities in area learning communities to share good practice and avail themselves of training opportunities on an area basis. The Department has developed CPD modules for careers teachers, which we wish to see accredited. The CPD modules will encompass the key knowledge and skills that are required of school staff to lead and manage CEIAG effectively.

215. The careers strategy makes clear that careers teachers and careers advisers have distinct but complementary roles. Schools are responsible for providing effective careers education, and although teachers are not required to have a specific careers guidance qualification, schools should provide them with access to the qualified professional expertise, as well as the impartial advice and guidance, that is available from the Careers Service.

216. I will finish there, Mr Chairman. Thank you very much indeed. We are happy to take questions.

217. **The Chairperson**: Thank you. That is very kind of you. Will Members indicate whether they wish to contribute?

218. It all sounds very good on paper, but we obviously would not be having an inquiry if we did not think that there were some problems with the system. Do you think that there are problems with it?

219. **Mrs Edgar**: Do you mean the system of careers education in schools?

220. **The Chairperson**: Yes.

221. **Mrs Edgar**: Evidence from ETI reports shows that, since the introduction of the strategy, there has been a great percentage increase in the number of schools that are providing good or better careers education, information, advice and guidance. However, that still means that 30% do not do so. So, yes, there is an issue for those schools.

222. **The Chairperson**: Those improvements have come in the past two years and from a fairly low base. Who will audit the ETI? What does it know about careers?

223. **Mrs Edgar**: The people there are qualified professionals.

224. **The Chairperson**: They are qualified professionals who are out of date and not in touch with modern reality. I do not know whether you heard the preamble, but if you did not, I will invite Mr Ross to repeat that. We have a huge shortage of software engineers and a huge opportunity here, but I do not know how many teachers are able to talk about software or have any experience of it. We all have anecdotal evidence. However, what tends to happen through the entitlement framework and the flexibility that you talked about is that people go to their core and teach drama and those sorts of things, because they think that that is good for an all-round education. However, it does not get people to a place where there are potential employment opportunities.

225. **Mrs Edgar**: I do not agree with your point on the entitlement framework, Chair. The idea is to put a pupil's needs and career aspirations first. A pupil has to be informed about careers opportunities. That comes from accessing information, which is part of the role both of schools and careers advisers. In developing the curriculum, we asked school principals and their senior managers, including careers teachers, to take account of local and international developments. We are not asking every pupil to do software engineering. That would be entirely wrong. If someone has an interest in it, they should have the opportunity to follow a pathway towards software engineering. In the past, such opportunities were not there, because there was this original core curriculum and you were, therefore, restricted in what you could do. However, the opportunities and flexibility that the entitlement framework now offers mean that you can say, "Software engineers are needed, so what qualifications do I need to follow that path?" You then have your employers sell that message to the area learning community in the school, then provide that through your curriculum. In fact, it does keep the doors open.

226. **The Chairperson**: I do not wish to be in any way rude, but this Committee has a challenge function. We appreciate your comments, but the statement came out about the two Departments seeking to be part of the Executive's growth strategy, and Invest Northern Ireland can tell us that we are short of software engineers by 1,000 graduates a year. If we could get more, as Mr Ross indicated, we would have a bigger opportunity. Meanwhile, we tend to churn out lawyers and doctors like there is no tomorrow. Most of the industrial people who appear before the Committee tell us that they are not getting the type of people they need for the jobs they have.

227. Please understand that I am not having a go at you personally but at the process. The challenge is that it appears in many cases to be box-ticking. Whenever people talk in general about whether you can justify this if the Public Accounts Committee or somebody else looks at it, yes, you can. Are we getting the right response for our children and industrialists, no, we are not. I do not want you to feel that I am focusing on you entirely, but, in general, who most influences the decision-making process of children or young people, and how do we plan to engage with those key stakeholders?

228. **Mrs Kerr**: Quite often, parents are the main influence on what young people choose as their careers. Conservatively, that leads them to the professions that you mentioned. However, you will be

aware of the work going on in explaining the IT sector to young people and parents to tell them that interesting, exciting and well-paid jobs are available in and needed by that sector. They have the task to explain that and to show parents what a job in software engineering may look like, because I am sure that many would not know.

229. There is also work to ensure that young people leave with qualifications that enhance their opportunities to take up posts in software engineering. The content of the A level is being changed, which will direct people more towards the software engineering elements of that A level rather than to the information and communication technology (ICT) user aspects, which possibly was the case. Maybe, could I —

230. **The Chairperson**: I am quite happy for you to come in, but I want just to put my three points to you.

231. **Mrs Kerr**: I am sorry, Chair.

232. **The Chairperson**: No, it is OK. I will put them down, and you can choose to answer them in whatever way, and then I will be finished and will bring in colleagues. There seems to be an issue about people making decisions earlier in their academic careers that send them down a particular route, so when they want to do something else later on, they cannot. In other words, if they do not take double-award science or whatever and suddenly discover that they want to be a scientist, they cannot do that. There is an issue about how we deal with that.

233. There is also an issue, which is covered by some of your points, Nuala, and, I suspect, in some of the others, about the softer skills of communication, team work, making yourself employable and all those issues. I know it is heresy to say this, but it is not about just the children. I always pick the wrong profession, but let us say that if we produce 10,000 librarians, they cannot all get a job. There has to be some planning in how we do it. How do we encourage universities and further education colleges not just to respond to demand but to influence demand through bursaries, education things or whatever? As the twig is bent, so grows the tree.

234. Finally, we are getting information that even the Careers Service does not feel that it is fully integrated between DEL and DE; it feels very much the Cinderella. I highlight those issues, but I am happy to go back and deal with the points that you have to pick up on. I am sure that my colleagues will have their own points to make. Will you deal with those in whatever way you fell is appropriate? Members will then have their questions.

235. **Mrs Edgar**: You mentioned making decisions too early and limiting yourself. We say — and schools are aware of this — that we want to keep options open at Key Stage 4. It is far too early to narrow your options at the age of 14. It is more likely that people will know what they are doing at 16. They can narrow their options then. We do not mind them tasting and testing occupational areas through occupational skills courses, but we advise them to try to keep their options open so that all routes — scientific, academic or whatever — are open to them at that stage.

236. As the name indicates, the revised curriculum was revised recently, and underpinning every part of it are the skills that, as you say, employers are looking for. So, managing information, creative thinking, problem solving, decision-making and working with others are integral to the curriculum. In every subject, teachers will find ways of group working, or —

237. **The Chairperson**: I get the point. You are telling me that I do not need to worry; you have that sorted.

238. **Mrs Edgar**: That is now part of the statutory curriculum.

239. **The Chairperson**: I have got that particular point.

240. **Mrs Kerr**: If you have finished, I will ask Judith to tell you how the Careers

Service helps young people to reach decisions and understand what is available in the marketplace.

241. **Mrs Judith Shaw (Department for Employment and Learning)**: First, on the point about making decisions early. Nuala mentioned the access to pupils that we have at the minute. There is an issue that, at year 10, we are talking to just over 50% of those pupils. We have a drive to try to increase that because that is a crucial stage in decision-making at a time when young people are choosing subjects. As you said, rightly, if they drop subjects at that stage, there is no opportunity to open those up again. So, we are working actively with DE to try to get access to more pupils at that stage. Hopefully, that will influence future decisions.

242. We try to get pupils to look at their own strengths and aspirations but also to open their minds to the careers that are out there, what different subject choices lead to and what qualifications are required for different disciplines. In the past couple of years in particular, our emphasis has moved much more towards introducing labour market information; letting young people know about the priority skills areas and where future opportunities lie. That is a change in direction. It has always been there but not to the forefront as it is now.

243. That links in to what we are doing with parents. At the moment, we are finalising a guide for parents, which is about trying to support them in their role in supporting their young people to make career decisions. The first part of that is about looking at what will be the career opportunities in the future and trying to encourage parents to think beyond the professions of doctor and lawyer to see that science subjects can lead to many other opportunities. So, we are aware of the issues and are working towards resolving them, but we in no way think that we have got there yet.

244. **The Chairperson**: OK. I get that you are aware of the issues. It is not just science, engineering and software; we understand that there is a range of issues. I am not being selective on that point. As you have just said, the key thing is that we are not quite getting the desired outcome for anybody at the moment. We will see whether we can help with that.

245. **Ms Patricia Nelson (Education and Training Inspectorate)**: I think that we have a bit of a mountain to climb here because the culture in Northern Ireland schools and among parents has been very conservative. You mentioned the established professions. There is no doubt that many parents see success for their child as being entry into those professions. There is a job of work to do in informing parents about the opportunities that exist. Having said that, it is a bit of a chicken-and-egg situation. If the jobs are not seen to be there for their young people, they are not going to opt for those subjects in school that could lead towards those employment opportunities. It is a bit of a dilemma. If it is not obvious that employment exists, parents will not encourage the young people to take those subjects.

246. In schools interpreting the curriculum in a broader way and keeping doors open, we are now coming across examples. For example, last week, I was inspecting in a non-selective school where all pupils now take GCSE science. That is a very specific, deliberate effort to keep those doors open for their pupils.

247. We cannot talk about the curriculum without talking about English and maths and the whole idea of careers education, information, advice and guidance being one strand of an entire mechanism of support for young people. However, unless they are working with the literacy and numeracy co-ordinators, career progression for young people into something that suits their ability and aspirations is not going to happen. So, although we need to keep the curriculum broad and keep doors open, the other thing that keeps those doors open is achievement in English, maths and those other, softer skills that you are talking about. We know that employers are probably a little bit critical of the

way that young people are coming out of school today without those.

248. **The Chairperson**: I will just pass over to colleagues now. I will come back to the point, Patricia, but at least we realise that there is a mountain to climb. As a Committee, we really want to find out how we can start tackling that.

249. **Mr Buchanan**: In 2009, you launched the Preparing for Success strategy. That was three years ago. The aim of that was to develop effective career decision-makers. How has that progressed since then? How closely are those people in contact with the real world, if you like, so that they are successfully seeking to bridge the gap that we have? There are employers and businesses that need a certain type of skilled young person, and they do not have them because we do not have them trained. How close are they to the business world, so as to ensure that you are giving the right type of guidance to those folk to get people trained in the right direction? It seems that the gap remains and nothing is really being done about it.

250. **Mrs Shaw**: From the careers strategy perspective, the Business Alliance is represented on our careers steering group and is working and engaging with our education colleagues on what the business sector is looking for in employees. There is a lot of business engagement work going on. From the point of view of making sure that the Careers Service advisers are tuned in to the needs of businesses, through our professional development work with the advisers, we have the sector skills councils coming to work with the advisers throughout the year, keeping us up to date with developments in industry and what employers are looking for. The advisers also engage in industrial visits from time to time to go out and see what is happening. That is how we keep the staff in tune with what is happening in the real world.

251. **Mr Buchanan**: If that is all ongoing, why do we have such a gap in skills requirement? If you are so closely in contact with the businesses and the skills that are required, why do we have such a skills gap?

252. **Mrs Kerr**: Fundamentally, we need to look at what influences young people about their career opportunities. We produce industry fact sheets that tell young people about what the job opportunities are, what qualifications are needed and the earning potential in those kinds of jobs. In a perfect world, they would read that information and act accordingly. However, young people are influenced by all kinds of things, and parents are one of the primary factors, as we touched on. Through the future skills action group, the IT industry is recognising the fact that it has to tell young people about the jobs and opportunities that are there, to engage with them in all kinds of ways and to encourage them to understand the potential that is there. The task of marrying the specific needs of industry at any given time will always be difficult.

253. We need to encourage young people to be open-minded about making choices that respond to changes in the job market. We can then make interventions that allow people to change careers, retrain and take up opportunities as they emerge. You will be aware that some of the initiatives with ICT, for example, are all about that. In the interim, we have to encourage universities and FE colleges to offer courses that are industry relevant, so that young people, once they make their choices, end up with qualifications that the industry needs. Those institutions are engaged in that process with industry by modifying their courses and making them more industry relevant and then providing young people with the incentives to follow those courses. We can see —

254. **The Chairperson**: Hold on a tick. As the Deputy Chairman pointed out, if you are so closely aligned with business, why is that not working?

255. **Mrs Kerr**: In many instances, it does work. People make decisions that allow them to pursue what they need to do, but there are always mismatches between what young people do and what

business needs. From time to time, we have to intervene to help match that better. All those instances I described — changes to qualifications and course offerings and different interventions — help to match young people to that need. In the same process, we educate those who influence young people so that they can see what the emerging opportunities are, which may be different from what we, as parents, would have experienced in our working careers.

256. **Mr Buchanan**: Rather than simply providing information, perhaps careers advisers need to encourage pupils by saying, "Look, here is where the gap is. If you go down this road, you are going to get a job." They really need to encourage pupils to go down certain roads rather than just provide them with information. Perhaps that is the way forward.

257. **Mrs Kerr**: Our task is to provide young people with the information that allows them to make rational choices. While they are in school, they are encouraged to develop their decision-making skills —

258. **The Chairperson**: I want to bring other people in, but I before I do so, I just want to say that the job of careers advisers ought to be about more than that, as the Deputy Chairman said. It is not just about providing information. As you said earlier, in an ideal world, they would read the fact sheet and make a logical decision. I agree that there are certain influences such as parents, some of whom are hugely conservative, and they want their children to get careers advice on nursing, teaching, medicine and law, and that is about it. *[Interruption.]* That is a parent looking for me just to see why things are wrong.

259. What the Deputy Chairman is saying here, I think, is that we would like to see more proactive engagement from careers advisers. The list, which I read out, of the people who influence the young included parents, peers, teachers and TV, but it did not include the Careers Service. We are investing a lot of money in that, and I think that the Deputy Chairman is right to say that it needs to step up to the mark.

260. **Ms Nelson**: I think that it is fair to say that, in the past, schools operated in something of a vacuum and were separated from the needs of business and industry and from an awareness of what those needs were.

261. We have good evidence from inspection activities that labour market intelligence is starting to be used in determining what opportunities there are for young people, and that, in turn, informs the school or area learning community's curriculum offer to those pupils. Although a work in progress, and in some schools and area learning communities it is early days, something that has also happened is that, through the offer of professional and technical programmes — the content of which is informed by the sector skills councils — there is a direct link between the world of work, industry and business and what is going on in schools. That is a significant cultural change in our schools today.

262. **The Chairperson**: Before Pat Ramsey speaks, I will just tell you this: the Committee will not let you get away with telling us, "Look; there was a problem, but it is all OK now".

263. **Ms Nelson**: With respect, I have just said that it is early days but it represents a significant change.

264. **The Chairperson**: I am happy for you to assert that, Patricia, but that is what the inquiry will establish. I understand that we all understand where certain factors may need to be dealt with. The question is one of the efficacy of our intervention.

265. **Mr P Ramsey**: The Committee carried out a thorough inquiry into young people's employment opportunities in its inquiry into young people not in education, employment or training. That inquiry brought forward recommendations to ensure that young people had better choices at post-primary age. Do you accept that we are failing young people because so many of them are slipping through the net?

Putting aside arguments about whether parental aspirations for the child are in the areas that the Chair outlined, there are areas where we have absolutely failed young people across Northern Ireland. I am not assigning blame, but I do not see joined-up thinking. For example, where does the Department of Education fit into the Employment and Learning-led niche strategy on careers guidance?

266. On Monday, I attended an event held here at Stormont by the post-19 lobby group. It was about parents across Northern Ireland. Every year, across Northern Ireland, 100 children with learning difficulties leave school, absolutely abandoned by the system. I saw parents in tears in the Long Gallery as they explained how their daughter or son was leaving school this year with no opportunities, no careers guidance. What are you offering those marginalised and vulnerable children?

267. **Mrs Kerr**: Clear work is being done with young people to transition them from school into training and educational opportunities. I will ask Judith to explain what work we do with —

268. **Mr P Ramsey**: Before Judith comes in, I will say this: with respect, the Long Gallery was packed. There were parents there in distress. They were telling me that nothing is being done.

269. **The Chairperson**: OK; we have got it, Pat.

270. **Mrs Shaw**: We work with young people of all abilities in mainstream and special schools. Young people with statements have a transition plan that is developed at age 14. Careers advisers, along with other professionals, are invited to work with the schools, the young people and their parents on an annual and ongoing basis to develop those plans and to look at what those young people will do when they leave school. So, we are actively involved with such young people, and the school is obliged to invite us to be included in that process. All the advisers are trained to work with people with special needs. They are working with them, but our role is not to make provision at the end of that. What they do depends on the needs of those individual young people.

271. **Mr P Ramsey**: Sorry, Chair, for going off on a slight tangent, but it was in my head and I felt it worth asking. I accept what you say in good faith, particularly Nuala's point about parental aspirations. So, what formal engagement at post-primary level is taking place with parents?

272. **Mrs Shaw**: In relation to special needs, there —

273. **Mr P Ramsey**: No, I am parking special needs, although I would be interested in getting figures and/or statistics detailing how many young people with special needs have secured employment opportunities. However, I want to park that —

274. **The Chairperson**: Just hold on to that point. Do we have information on that?

275. **Mrs Shaw**: On the number of young people with special needs who go into employment?

276. **Mr P Ramsey**: Yes; over the past three years, for example.

277. **Mrs Shaw**: I do not have that specific information.

278. **Mr P Ramsey**: I wanted —

279. **The Chairperson**: Hold on, Pat. There is a specific issue about how we get people with learning disabilities or other disabilities into employment. I would be interested to know whether we could find out what those figures are. Perhaps you could send that information to us when appropriate.

280. **Mrs Kerr**: Yes, Chair. We will be able to help you with some of that information.

281. **The Chairperson**: That would be fine. We will put that to one side.

282. **Mr P Ramsey**: We are looking forward to the inquiry. We want to see best practice, and we want to see where, for example, we can look at standards in other areas as well. However, most of us here are parents and we want the best for our child, but, at times,

our aspirations are not what industry demands. What formal engagement takes place with the parent at post-primary level to encourage their child to go down other routes that are more relevant to industry today?

283. **Mrs Shaw**: From the perspective of the Careers Service, that would be done thorough parents' evenings in schools. Parents also have the option to come along to careers guidance interviews, although, in practice, not many parents take up that option at the moment.

284. **Mr P Ramsey**: That is more relevant to DE, to be fair. What are you doing at post-primary school level to encourage, stimulate or lead parents to think that the industry now wants science, technology, engineering and mathematics subjects rather than the —

285. **The Chairperson**: OK, Pat. We will put the questions to DE.

286. **Mrs Edgar**: It is as Judith said; there is constant communication with parents about what people do in school, from reports and parents' evenings to annual reports of activities at school; careers forms part of that. We report back to parents at various stages, and certainly as regards choices, every parent is invited —

287. **Mr P Ramsey**: Will you share with this Committee, Dorina, information, whether in letter or other communication form, that you share with parents?

288. **Mrs Edgar**: Communication that I have with parents?

289. **Mr P Ramsey**: Yes, communication that the Careers Service has with parents. A formal —

290. **The Chairperson**: OK. You have put the question.

291. **Mrs Edgar**: I do not write to parents because I do not know parents' addresses. We have policy responsibility for careers, and we have delegated that to the principal of the school. It is they who —

292. **Mr P Ramsey**: Sorry, Dorina, but I think this is important. You say that parents are being communicated with on a regular basis. Can we determine what form that communication takes?

293. **Ms Nelson**: I will give one example of communication with parents that would particularly have happened in the early days at the start of the implementation of the entitlement framework. As a result of DE guidance, the principals of schools within an area learning community had communicated and, in most instances, offered meetings with parents to explain what the entitlement framework was and what the implications were for their sons and daughters.

294. **The Chairperson**: Pat has made the point that if parents are one of the key stakeholders, and you mentioned that their view of the employment market is probably based on what it was like when they were considering careers, it is a fundamental issue for how we climb this mountain, that —

295. **Ms Nelson**: Your point is well made.

296. **The Chairperson**: We would like some information on how effective what we are doing is. I will not mention anybody around this table, but certain parents will say, well, we might have been invited, but we could not go, perhaps because we were working or we did not think it was appropriate. They will say that you are the expert, so you should do it. We are not cracking the issue that Pat is bringing up, and I would be interested to know whether the current strategy of engaging the parents is failing or succeeding. I would like to know how we can get that information. Is it coming from schools? You represent the Department of Education.

297. **Mrs Edgar**: I could ask schools to provide that for you.

298. **The Chairperson**: That would be very useful, but do you not think that you would like to know that as well? We are only asking for —

299. **Mr P Ramsey**: Could we get the communications that you are having with the schools in respect of this?

300. **Mrs Edgar**: Yes.

301. **Mr P Ramsey**: The guidance that you are giving to principals and parents.

302. **Mrs Edgar**: Yes, absolutely. That will not be a problem because we write guidance for teachers each year on the entitlement framework.

303. **Mr P Ramsey**: Could we have that for the past three years?

304. **Mrs Edgar**: Yes. That is not a problem.

305. **The Chairperson**: Please also reflect, when you read the Hansard report, on how effectively we are engaging with parents. If we take that as an issue that has been noted, we would be interested to know how that works for you.

306. **Ms Nelson**: One strategy in the inspection process that we use to find out the views of parents is the circulation of a questionnaire to a sample of parents prior to the inspection, asking their views on different aspects of the school's work. That includes specific questions relating to careers.

307. **The Chairperson**: I am sorry, Patricia, but how do you know what you do not know? If a parent is pretty sure that they want their son or daughter to be a nurse, and they went into careers advice and are told, "Yeah, you should be a nurse, you want to be a nurse, speak to a nurse", that is a self-fulfilling prophesy. We are trying to change people's mindsets. I was down at Citi and they were telling me that they had employed, I think, 60 graduates but the cut-off list for interview was a 2:1 degree and 9 A*s at GCSE. They said they were overwhelmed by the talent but there were simply not the jobs for those people. Something is not happening in the communication.

308. I understand that you recognise the identification problem but how will we tackle that and how will we know whether we are doing that well? We will leave the parents bit and you will have a look at that.

309. **Mr Anderson**: Thank you for your presentation. Why does the Careers Service not engage with schools at parents' evenings; or does it? I go along to the parents' evenings of schools that I am involved with. Do you go along to parents' evenings when the teachers and pupils are there to talk about careers?

310. **Mrs Shaw**: Yes, we do go along. We have a partnership agreement with pretty much all the post-primary schools. As part of that, we agree how we will spend the amount of time we have with a particular school. If a school wants us to be along at parents' evenings, we will be there.

311. **Mr Anderson**: It is always the school having to ask. You are not promoting that yourselves: asking when it will be having a parents' evening when you can go along and discuss careers with parents and pupils when you have them all in one room.

312. **Mrs Shaw**: The partnership agreement is a two-way process. So, yes, we would be saying to the head of careers at the beginning of the year when negotiating the agreement —

313. **Mr Anderson**: And do you?

314. **Mrs Shaw**: We do, and we do go along to the majority of parents' evenings.

315. **Mr Anderson**: What is the success of that engagement? That is what we are trying to tease out: that engagement and how much success you are having.

316. **Mrs Shaw**: We would be at the majority of year 10 and year 12 parents' evenings.

317. **The Chairperson**: It is not enough for you to say, aspirationally, "This is what we do. We push it out as what people should, might or could do." We need to know whether they are actually doing it. Are they getting engaged in that area? Can you shed any light on that for us? We would be delighted to hear how effective the parental engagement is from your perspective.

318. **Mr Ross**: The Chair said something about the culture. I do not doubt that there is a culture that many parents want their children to be lawyers,

doctors or teachers, and we know we have far too many of them. There was also a culture in many schools that it was just about getting pupils to university. My experience of careers, which was not that long ago and is much closer than most people in the room, was all about being given university prospectuses.

319. **The Chairperson**: That is enough from you. *[Laughter.]*

320. **Mr Ross**: It was all about choosing what university you were going to. It was not about deciding what career you may do or subject choices at university to get to that career. That was pretty poor as well. I do not think that anybody in the room would be saying that any pupil should be forced down a particular career path. Nor should you be telling pupils which career path to go down. At the same time, government has job creation targets. We know the areas in our economy that we want to grow. Government is the funder of education and a major funder of our universities. Clearly, in that respect, there is a need to at least funnel some pupils down a particular route where there is a need in the economy, because we want to make sure that careers advice is about getting young people careers and not just qualifications. I go back to what I said at the beginning. You can get lots of children with qualifications to be lawyers, doctors and teachers, but there are no careers there for them. We have had some success in getting well-renowned law firms in Northern Ireland, but we still have an abundance of lawyers and teachers. The point that the Chair made is important. We need to ensure that pupils go to the areas where they are going to get employment.

321. On that point — I know that other members have said it as well — I am glad that the labour market identification stuff has been done. That is the current need. Perhaps by the time pupils go through university and get their training, maybe five or six years down the line, the market will have changed. I have three questions. First, what work is being done to identify the future needs of industry? The needs at present may not be the same as those in five or six years, so what work are you doing to identify future needs?

322. Secondly, what level of engagement is there between pupils and companies so that companies can go into schools and say, "This is what we do, and if you are interested in doing that, this is the path you have to take, and these are the qualifications you need at school and university"? What engagement at that face-to-face level are companies getting involved with in schools?

323. Thirdly, you said that you are working with some of the companies in Northern Ireland and that they will be telling you what their needs are at present. There are huge opportunities for Northern Ireland in companies that are currently not here. As I said previously, when I was in San Francisco, there were companies doing a lot of work with data, computer programming and IT firms. They want to move their operations, perhaps to somewhere in Europe, and they want to come to Northern Ireland because we have a good reputation for the students who are going through our universities. They like the fact that universities are fairly responsive to their needs. What work is done on a more global scale, with Invest NI or anyone else, to find out about the needs of other companies around the world that, potentially, would want to invest in Northern Ireland, if we have the right graduates in the areas that they are interested in?

324. **Mrs Kerr**: I will take some of those points. First of all, you asked about what we view as the future skills needs for the economy. You will be aware of the skills strategy Success through Skills and the research work that underpinned that strategy. That research work was done jointly by our Department and the Department of Enterprise, Trade and Investment (DETI) to help inform us about what the future economy could look like and what the skills needs to serve that economy are likely to look like. You will be aware that that indicated the demand for higher-level

skills, and skills in specific areas. We do know, in strategic terms, what those particular skills needs are. That sets the broad agenda for developing the skills opportunities with all those who are delivering on that part of the agenda.

325. We also engage with the industry in various guises. Judith spoke about our work with the sector skills councils, part of the task of which is to tell us what industry needs are now and what the developing needs are likely to be. We also work with particular sectors that have particular needs. We have talked about the future skills action groups in relation to ICT, and the current ones in relation to engineering, the tourism sector and the food sector. Where there are particular issues emerging, work is done on a more task-and-finish basis. We work very closely with the industry and the academic institutions together at the table to develop strategies to deal with their more immediate needs. So we do have a pathway and a plan for the long term. We take intermediate actions with our education institutions. We have seen the additional —

326. **The Chairperson**: We have got the general point there, but Alastair's point was: where is the strategic blue-sky thinking? We are talking here about space at the moment.

327. **Mrs Kerr**: The strategic thinking is in the skills strategy. It is underpinned by the research that was done jointly by us and DETI to see what the future opportunities are. It is also influenced by the work on MATRIX and other developments that are there. So, we work closely —

328. **The Chairperson**: OK. We take that point. I do not know whether Alastair is happy with that answer, but he can comment on that. You have a couple of other points, Alastair, so it is with you.

329. **Mr Ross**: I wanted to know about face-to-face interaction with companies.

330. **Mrs Edgar**: There is a lot of interaction in schools on STEM subjects in particular, whereby teachers go out into industry and employers come in and resources are developed for pupils. You mentioned some of those resources; they include CERN videos, STEM Heroes and a STEM directory; and we have got Young Enterprise NI and people providing work experience —

331. **Mr Ross**: Ideally, you will want pupils to go out to businesses and see these things, but that is not always going to happen — it is very difficult to do that on a regular basis — but how many schools get companies or business leaders in to talk to them? I do not need that information now, but if we can get information on how many schools are actively engaging with companies and getting people in to talk to their pupils, and about how regularly they are doing that, it may be useful for us. I do not expect that information now, but if we could get that, it would be useful.

332. **The Chairperson**: Can you get that information for us?

333. **Mrs Edgar**: Yes, we can ask schools for that.

334. **Mr Ross**: My final point was about global engagement with companies. I am thinking about what their needs would be if they were considering investing here. Is any interactivity going on there?

335. **Mrs Kerr**: We keep in touch with our colleagues in DETI and Invest NI about emerging opportunities, but, more specifically, when companies that will potentially invest here are identified, we work closely with Invest NI to ensure that those companies will have the skills that they need made available to them. That is a medium-term action from the point of view that the companies identified as seeking to locate here are ones that we would work closely with to develop the skills that they have a specific need for. We have worked with a number of companies that have been mentioned, and we engage with Invest NI as soon as those opportunities have been identified.

336. **Mr Lyttle**: Thank you for your presentations today. It is a cross-departmental issue, so it is good to hear from everybody.

337. The hypothesis that there is a problem seems to have been totally blown out of the water in that, in 2010, the quality of careers education information, advice and guidance was good or better in only 37% of post-primary schools. It is not just a problem; it is a complete mess. It is difficult in that there have been significant improvements, and clearly things are being set straight, but I think there is still a fear that we do not really have a good handle on the quality of information that young people across our schools are receiving in relation to this issue. I have heard phrases about there being "mountains to climb", so at least there is recognition of the problem, but the information we are getting about what is being done to address those problems is still really thin.

338. I will not go through all the issues again, Chair. It is encouraging to form a working contact with officials on this issue, and there is clearly a huge amount of work to be done. Hopefully, we can help contribute to that.

339. **The Chairperson**: You just wanted to make a statement, then?

340. **Mr Lyttle**: Yes.

341. **The Chairperson**: Good, thank you.

342. **Mr McElduff**: Can I hear something about careers advice for students in the Irish-medium sector and particular opportunities that might accrue, for example, as a result of the Irish language broadcasting fund? I want to know whether our young people in the Irish-medium sector are being attended to properly by way of creative industries training and that sort of thing.

343. Secondly, —

344. **The Chairperson**: Barry, just two questions. We will come back to you.

345. **Mrs Shaw**: We engage with Irish-medium schools and offer partnership agreements in the same way as we do with all other post-primary schools. We are engaged with those schools. I cannot tell you precisely what opportunities are drawn to their attention, but the advisers would certainly be expected, as they would be in all schools, to look at the needs of that community. I would expect them to —

346. **The Chairperson**: OK. We have got the point.

347. **Mr McElduff**: On the first answer, I do not think that there is an understanding of particular opportunities that might arise for pupils in Irish-medium education. There does not appear to be that type of understanding.

348. I will move on to my second question about the provision of course advice for admission to institutes of technology and universities down South, which seems to be a real problem. I have come across a number of young people who have had to unintentionally take a year out because they were given poor or wrong advice in the past two years. The Careers Service in the North does not appear to have a proper understanding of the Central Applications Office (CAO) admission system. Talented young people are taking a year out in a feeling of desperation, and I believe that the fault for that lies with careers services in our schools. I have concrete examples of where it has not anticipated hurdles and has misled or wrongly advised pupils.

349. **Mrs Edgar**: I think that there is a role for careers teachers and careers advisers to discuss the applications process and to be totally up to date. Schools have been using all those processes for a number of years. If they are directing young people to routes into higher education, it is beholden on them to find out about that. Part of the issue for some people might have been the acceptability of some of the qualifications they were undertaking. I do not know whether that featured at all in your conversations.

350. **The Chairperson**: The point is that young people are expected to look for advice from the careers people.

351. **Mrs Shaw**: There are two points there. From the Careers Service point of view, we do train advisers to look at the two systems of UCAS and the

CAO. I am aware that at the Northern Ireland Schools and Colleges Careers Association annual conference last year, one of the main speakers spoke to over 100 careers teachers about the CAO admissions system.

352. **The Chairperson**: So what is your understanding of the problems with the CAO system?

353. **Mrs Shaw**: I suppose the question is whether people are being given the wrong advice or whether they are making the wrong choices.

354. **The Chairperson**: From our limited knowledge — correct me if I am wrong on this, Barry — the problem is that the CAO does not accept A levels taken over two years, and that it does not recognise A* grades?

355. **Mr McElduff**: I think that that would be identified as the main barrier. I am probably identifying the second barrier. As Dorina said, there are conversations addressing those issues. The problem really is that careers advisers do not understand precisely that point. Say, for example, that a very talented young person does an A level in fifth year. The points accrued from that A level cannot be added to the points accrued for A levels taken in seventh year, and, because a careers adviser did not know that, that young person is forced to take a year out. I have concrete examples of that happening to young people from local families.

356. **Mrs Shaw**: Again, it is about trying to keep people's options open at an early stage and about ensuring that they understand that there are different requirements if they are thinking of going to university in the Republic of Ireland.

357. **The Chairperson**: The point is that it is not just about those looking to go to a university in the Republic of Ireland. People might also look for information on universities in the rest of the United Kingdom or wherever. There needs to be a repository of excellence and knowledge that is up to date on all things. That appears to be missing.

358. **Mr McElduff**: There was great uncertainty with changing circumstances recently with regard to entry into Scottish universities. I have examples of careers teachers contacting our constituency office or other constituency offices to gain insight or up-to-date information about the new rules. Where is it all falling down?

359. **Mrs Shaw**: We are in a continuous professional development programme and we try to keep advisers as up to date as possible. Knowing where to get information is one of the key pieces for advisers.

360. **The Chairperson**: The challenge, in not just the point that Barry made, but wider, is that, with circumstances changing so rapidly, how do you ensure that your people are kept absolutely up to date? Although we are looking at this in a continuum, for the individual concerned aged 16 or 18 this is the defining decision for their life. Although we may come back and say, "Do you know what, we need to look at this again for next year," that young person has made decisions, for better or worse, to go down a particular route.

361. We are interested in how you keep people up to date. We would like to know more about that because we think that, potentially, the role played by the people in your organisations might be enhanced. We still have an open mind at this stage of the inquiry but they have to be absolutely front and central and fully informed.

362. **Mrs Kerr**: You are completely right. We have been going through a period of very rapid change, and the split between how we fund higher education and others has created a number of anomalies. The Scottish example is a particular problem because individual higher institutions in Scotland made different decisions. None of us could have anticipated that or have information on specific institutions. The Scottish system is starting to try to standardise its responses and trying to put its own house in order. We should then be better informed about the general position.

363. With the Irish situation, we want to make people's choices as open as possible. We are making the funding arrangements more transparent and more in line with what we offer in all other places. I am hoping that the anomalies will be gradually improved, but I accept entirely our need to keep abreast of current changes as soon as possible.

364. **Mr McElduff**: Just to record a positive, I thank Judith and her colleague Frances for a productive meeting I had some months ago when I requested a meeting on a range of these issues.

365. **The Chairperson**: Duly noted.

366. **Mrs Shaw**: I want to make two points, the first on keeping advisers up to date. We link in with the Institute of Career Guidance, UCAS and other organisations where there are changes. We keep up to date that way in getting information out to advisers. We send out a monthly bulletin to advisers on up-to-date issues. Advisers feed information to us whenever they come across anomalies or issues. For example, if they are dealing with a university in the Republic of Ireland and find issues, they feed that to the centre. That is communicated to all advisers. We are continually trying to keep up to date and keep the advisers up to date.

367. The other issue I want to highlight is that, yes, providing information is a key part of what we do, but not all that we do. The advisers are all professional careers advisers. They provide advice and guidance as well as information, so they are working with young people and adults to help them to use that information in their decision-making process. It is aligning that with their aspirations and abilities. It is not just as simple as giving information.

368. **The Chairperson**: Judith, I am going to move on to Jim after I have made this statement, unless you really want to come back. We do not doubt that well-intentioned people are doing their best in this situation. We know that you care passionately, but the point made earlier by the Deputy Chairman was that it needs to be more than just having a read of a few figures and making your mind up on whatever you want to do. I can tell you that the experience of almost everybody around this table when they were getting careers advice — that was further back for some than for others — was pretty bland. We need it to be more one to one and focused.

369. I looked at your pupil ratios. I actually think that we might need more than this. You need careers advisers with a status in the overall mechanism of providing education. I think that is the point that Alastair brought forward. It is not about getting them a qualification; it is about getting them a career. I think that was a really good point. Despite all the nice things you tell us, we are not convinced yet, notwithstanding the fact that you are here, saying that it is all right. As I said before — and Nuala will know this, because I always make the point — the Committee is not having a go at anybody individually. We understand that you are professionals doing your best, but we are concerned that, whatever it is we are doing, we are not where we need to be, so you should take it in that spirit.

370. **Mr Allister**: You tell us that the Careers Service is very tuned into meeting the skills gap and very conscious of STEM needs, and all of that. If we wanted to find objective criteria to judge that by and benchmark it against — for example, if I were to ask you about the consequence of that focus on directing young people towards available and relevant career choices — would you be able to show, for example, that there has been a significant fall-off in the number of students taking A-level media studies or A-level drama, and instead focusing more on science or subjects that might help fill the skills gap? Do you have those statistics?

371. **Mrs Edgar**: We might have that in the Department. I would need to ask. Our stats and research branch will have information.

372. **Mr Allister**: Sorry, but if you are the Careers Service, would that not be an

obvious way to benchmark and judge whether you are having any impact or whether it is all just hot air that is passing everyone by?

373. **Mrs Edgar**: I have definitely come across some statistics on the uptake of STEM subjects in the past, and there has been an increase in the number of people accessing higher education courses as a result of interventions.

374. **Mr Allister**: I would like to see that, and I am a bit surprised that if you are benchmarking towards success in filling the skills gap, you do not have that sort of information. I would certainly like to see figures showing, over the past five or 10 years until now, what percentage of students were taking peripheral subjects as opposed to STEM subjects at A level, for example, so that I could look at it and see that people must be guiding students towards the wisdom of pursuing science rather than the luxury of pursuing drama.

375. **Mrs Kerr**: I do not subscribe to that view. We have already had a question about the scope that there was in cultural and media studies and the opportunities that there are in that sector in Northern Ireland. There are career opportunities in a wide spectrum of subject choices.

376. **Mr Allister**: There are two things about that. First, that says to me that there is not really a serious engagement with the STEM needs in Northern Ireland.

377. **Mrs Kerr**: That is not the case.

378. **Mr Allister**: Secondly, it suggests a fear to recognise — we all know them, my own children included — children taking what seems like the easy option to do media studies. However, that very often leads to nothing. For some it does, but for most it does not. Surely, if we are serious about providing people with the skills to work in the real world, where we are told that most jobs shortages are in respect of STEM subjects, we should see a manifestation of an increase in people taking up those subjects and pursuing them. Of course, there is a place for people doing media and drama and all sorts of peripheral studies. There is a niche there, but, generally, that is not where the bulk of jobs will be found, and we need to direct most people to the right sources.

379. **Mrs Kerr**: We can provide evidence, as Dorina said, and I think we will see evidence of the choices that have been made by young people through higher education. Part of that is due to the incentivisation that those education establishments have offered to encourage young people to follow careers instead. I think that the evidence is there.

380. **The Chairperson**: Would you and Dorina be in a position to provide that between you? It would inform the inquiry if you could provide it in whatever format you think appropriate to address Mr Allister's concerns.

381. **Mr Allister**: Secondly, in relation to the budget as referenced on page 25 and 26, if I am reading tables 1 and 2 correctly, they state that you have a static programme budget. However, table 2 shows a dramatic increase in the number of adults to whom advice is being tendered. Is that correct?

382. **Mrs Kerr**: Yes.

383. **Mr Allister**: What does that say about the adequacy of the budget?

384. **Mrs Kerr**: First, the main costs of the Careers Service are for staffing. It refers to the focus on the growth in the number of adults being referred, particularly from the employment service.

385. **Mr Allister**: Your staff complement has not increased.

386. **Mrs Shaw**: No, but we have tried to compensate for that. We have been developing our website to encourage people who are looking for information and are able to help themselves to use the website rather than to use the —

387. **Mr Allister**: You are dealing with an 81% increase in the number of adults who you engage with, and you are doing it with the same level of staff. That speaks to staff hitherto being under-deployed or

staff today being overstretched. Which is it?

388. **Mrs Kerr**: We are operating in a situation of financial constraint. Every Department is seeking to make efficiency gains. In terms of —

389. **Mr Allister**: Have you got enough staff?

390. **Mrs Kerr**: We have to look at changing how we make our offering in terms of —

391. **Mr Allister**: Have you got enough staff?

392. **Mrs Kerr**: At this stage, we have enough staff.

393. **Mr Allister**: Right. Have you got a big enough budget?

394. **Mrs Kerr**: At this stage, we believe we have a sufficient budget.

395. **Mr Allister**: Are you spending all your budget?

396. **Mrs Kerr**: Yes.

397. **Mr Allister**: Thank you.

398. **The Chairperson**: I am not absolutely convinced. I follow the line of argument that Jim was making. We had a very interesting presentation that you can read the Hansard report of, if necessary, when we were looking at other parts of the Department's work in employment services. One issue that came out when the Prince's Trust talked to us was about how the one-to-one mentoring that it is able to give makes a difference. I am not casting aspersions on staff in other areas, because people do their best in these situations, but when you had a more general approach, it was less effective. It is a working hypothesis that may not yet be proven, but I think we should be engaging more intensively and having more one-to-one engagements with people rather than cutting back. If we are serious about matching our employability skills with our employment opportunities, more may need to be done on that. I think you might need to keep that in the back of your mind. I really do not think that we have paid enough attention to careers advice over recent years.

399. **Mrs Kerr**: That may be true but we are testing the resource centre model we talked about earlier. That is all about giving people the opportunity to use a differentiated service. We have the resources and access to information, advice and guidance and they can use that by talking to a careers adviser or by doing their own research. There is a spectrum.

400. We are intervening on the NEETs side where one-to-one mentoring and support is more intensive. I think we will see that being delivered under the NEETs strategy. Different people need different things at different stages in their careers. Adults who are clear about what they want to do may well be different from a young person who is not clear what their career path is. It covers a wide spectrum of need that we need to respond to.

401. **The Chairperson**: OK, we will take that on board. With covering so much, we did not get into the different issues about NEETs. They have a different set of issues, which, obviously, we have to deal with. That is just the way the conversation is going. I am sure that you will be following the Committee's inquiry and looking at it.

402. You may find this strange, but we are actually trying to help. I know that you are doing a good job and trying to do it better. From the coalface, all these folk round here deal with it on a day and daily basis. They are offering you their knowledge, and we just need to try to fix it for everybody.

403. **Mr Anderson**: Jim touched on an issue about whether you have sufficient advisers. Looking at the ratios, I see that it goes between 196 to 269. That is quite a wide gap for the number of pupils.

404. **The Chairperson**: What page are you on, Sydney?

405. **Mr Anderson**: Page 24. That averages out at 233 pupils per careers adviser. You said that there was a fairness across the sector, whether urban or rural. Is there any discrepancy for rural pupils, who I have an interest in, or are

more resources maybe being directed towards what we or I would see at times as disadvantaged rural areas?

406. **Mrs Shaw**: We have our finite figure of in and around 103·5. We look at the post-primary school numbers in each of the office areas and allocate advisers on that basis. Whether a rural or city school, the numbers are the defining point. I am taking it that they are of all ages but that is the factor that we use to determine our numbers.

407. **Mr Anderson**: So, there is no weighting given to certain disadvantaged clusters or areas in relation to job prospects? It is just really a numbers game, is that what you are saying?

408. **Mrs Shaw**: It is a numbers game. That said, our numbers are small.

409. **Mr Anderson**: Do you not think that consideration should be given or —

410. **Mrs Shaw**: We have 103 advisers in 27 locations. In some offices, we have only one or two advisers.

411. **Mr Anderson**: That comes down to the business of whether we have enough resources. I think you said, Nuala, that you had.

412. **Mrs Shaw**: We have enough resources to do what we are trying to do at the moment.

413. **Mr Anderson**: Everyone likes more resources.

414. **Mrs Shaw**: If the remit changes, then, yes, we would need more.

415. **The Chairperson**: Mr Anderson has brought up a point. Page 48 of the paper states that careers advice was evaluated as good or better in 87% of selective schools but the figure was only 66% in non-selective schools. In voluntary schools, the figure was 91%, but in controlled schools, it was only 62%. One could argue that we need to divert resource to areas where there is greatest perceived need.

416. **Mrs Shaw**: Is this about schools provision?

417. **Mrs Edgar**: Rather than about careers advisers?

418. **Mr Anderson**: It may be about schools provision, but it identifies the need to direct extra resource to certain areas and the fact that perhaps resource should not just be equally spread out right across the board. We have these particular areas, be it in one sector or the other, and I think that the level of resource needs to be looked at. As Nuala said, do you need more resource?

419. **Mrs Kerr**: I was talking about the careers advisers in DEL. We hear what you are saying and will consider that point on the schools side.

420. **Mr Anderson**: I will finish on this quick point. The report states that 98% of post-primary schools are on board. What about the other 2%? I do not know how many schools that equates to, but that would be a big loss to them, depending on the schools and number of pupils involved. I would be interested to know where they are.

421. **The Chairperson**: OK. Let us see whether we are going to get a name.

422. **Mrs Shaw**: They are special needs schools. We have talked to them about the provision, but that is not appropriate for them. However, they are aware of the service, if they need it. I think that the other two are independent schools.

423. **The Chairperson**: The Minister for Employment and Learning said in a statement that he hoped it would rise to 100%. Is it the case that that is not realistic for particular circumstances? Are there other ways forward or is that something that we need to pursue with them?

424. **Mrs Shaw**: No, it is not appropriate for them.

425. **The Chairperson**: OK. Thank you. Is that all right?

426. **Mrs Kerr**: I was just going to say that there are the special needs schools and then there are other schools at the top end that do not necessarily need to avail themselves of that.

427. **Mrs Shaw**: They have partnership agreements, but they are not using us to the full extent. That is a different issue.

428. **The Chairperson**: Will you to write to us and tell us about the 2%, and we will deal with it on that basis?

429. **Mr Flanagan**: Ladies, thanks very much for your presentation. I kind of agree with Alastair's comments as somebody who went through the education system not that long ago. You have heard from other members, who have either been contacted by constituents or influenced by their children, that there is a problem with the Careers Service. It is not performing as well as it could. It focuses on getting people into university but not on getting them a career or meeting the needs of the industry.

430. This is the start of our inquiry into careers, so I will be very open and ask you, as people involved in this on a daily basis, what recommendations can you make to us or what changes would you like to see made to the system in order to improve it? How can we adapt the current system to ensure that young people going through the education system are pointed in the right direction for the future needs of industry?

431. **Mrs Edgar**: It is about communicating to parents the benefits of the entitlement framework and the underpinning careers advice and guidance that go with that. As Patricia said earlier, there definitely is a culture out there —

432. **Mr Flanagan**: Sorry, can I just stop you? How does communicating the benefits of the entitlement framework encourage more people not to go away and become a teacher, a doctor, a lawyer or a builder?

433. **Mrs Edgar**: It is about the school offering a curriculum that meets the needs of the pupil and informing their curricular offer by taking account of labour market information, where the priority skills are and where the growth areas are. The schools that have done so have seen performance improve. That links in very closely with careers. There is no point in offering a whole wide range of courses to people if those courses do not lead somewhere. In our guidance on the entitlement framework, we are saying to schools that they have to offer robust qualifications with clear progression pathways that lead somewhere, while taking account of labour market information and priority skills areas.

434. **Ms Nelson**: From my perspective, in addition to what Dorina just said, what is required is much more intensive one-to-one support and mentorship for individual pupils to try to underpin that changing culture that eventually percolates through to parents. It is also a matter of trying to ensure that pupils really do have continuous advice and guidance, not just at key transition points but drip-fed in from year 8, culminating in the subject choices at year 10 that leave the doors open, then possibly becoming more specialist post-16, and so on. It is the whole idea of making sure that the standards and achievements of the young person are in line with their aspirations and their career goals. That is something that really needs to be bolstered and supported by mentorship and support mechanisms.

435. **Mr Lyttle**: I think that is really insightful. It is a huge challenge for a teacher to do that. Are we asking too much from full-time teachers to be able to meet that challenge?

436. **Ms Nelson**: Teachers obviously have a role in mentorship and support, but one of the things that we are beginning to see in inspection evidence is that there is a much more joined-up approach to the different elements of advice and guidance. Teachers in our schools know their pupils really well, whether they are people with responsibility for pastoral care, the special educational needs co-ordinator in the school or, indeed, the careers adviser. One of the things that we may not have done well enough in the past is ensure that all that information and intelligence is shared so that we can nip the danger of underachievement in the bud, support the lower achievers and make sure

that we are providing a challenge for potentially really high achievers and high-flyers. You are absolutely right: a teacher in a classroom cannot do that on their own. We need the joined-up elements. We have also seen, in a minority of schools, specialist mentors, who may well have been retired teachers, coming back in and providing a purely mentorship role for individual pupils. I think it was the Chair who mentioned those sorts of strategies. There is certainly evidence that, in the minority of places where we have seen it happen, it works to good effect.

437. **The Chairperson**: Patricia, I am warming to the ETI, despite what I said at the start. I want to conclude with a couple of points.

438. **Mr Flanagan**: Can I ask my final question before you conclude?

439. **The Chairperson**: Sorry, Phil, I thought you had finished, but I will tell you that the Chair will decide what happens, but if you wish to ask a question —

440. **Mr Flanagan**: I respect your authority on that, Chair. My final question is about identifying the skills of a careers teacher. Mentoring was touched on. When I went through school, for the first half of my post-primary education, my careers teacher was an English teacher, and for the second half, I had a biology teacher. They were not really aware of what was going on in the wider world. Is that what we are looking for in a careers teacher? Is it just getting somebody who is trained as a teacher, but might not actually be aware of what happens outside the education system, and just giving them an extra job to do, or do we actually try to get people who might have some sort of inclination of what goes on in the private sector or people with a business background to work either with a careers teacher or as a careers teacher? I remember that, for the first five years of my time in school, careers was everybody's favourite class, because it was a free class. You went in and looked through a university prospectus for 40 minutes and had a real good time to yourself. That is probably what happens in an awful lot of schools. Getting a teacher who is primarily focused on a specific aspect of the curriculum to offer broad careers advice might not be the best way forward.

441. **Mrs Edgar**: The mapping guide that we produced as one of the tools to support schools in their implementation of the strategy recognised that, within every single area of learning, there are opportunities to raise aspirations and discuss your subject as regards career choices. It is not just the role of the careers teacher; it is the whole school approach, as I said earlier, with careers at the centre and the senior management team, the principal and everybody involved with developing the curriculum. For the careers teacher, of course there has to be, in their interaction with business and parents etc, a responsibility to keep informing themselves. Again, they are supported by the careers advisory service and the education and library boards that provide the training. Also, in the area learning communities, there is the opportunity for sharing good practice. Every single school is a member of an area learning community. You are right: it is a case of continually updating yourselves. I am sorry to bang on about it, but we say in our guidance to schools on the entitlement framework to take account of labour market information and priority skills areas. So, they do need to liaise with workforce forums, or something, that you get in the colleges.

442. **Mrs Kerr**: Workforce development forums.

443. **Mrs Edgar**: Workforce development forums that come in from the colleges. It is not a one-off thing; it is a continual upgrading.

444. **The Chairperson**: OK, we got that point. I am glad that Phil brought the question up because it is a really good question. He is telling you the way he sees it, and there is an issue. Phil, the floor is yours.

445. **Mr Flanagan**: No, go ahead.

446. **The Chairperson**: We went to some of our employers and one said that they took teachers out of school and had them for a week in their employment so they could see the skills and take that back. That happened to be an engineering firm, but not every teacher will be an expert in engineering. I think the point that Phil is making, and correct me if I am wrong, Phil, is that you need somebody who really knows the issue, whether it is engineering or French. Simple, general careers advice may be just a free period.

447. **Mrs Edgar**: Exactly. Again, there is that partnership model with the careers adviser who will have the industry knowledge as well. However, I accept that there are schools that may not deal with it as robustly as you are suggesting. Since the policy came out and the increased focus that we have had even on careers in these past few years —

448. **The Chairperson**: How many teachers would have been out in industry for, say, a one-week placement?

449. **Mrs Edgar**: I do not know. I would have to find out for you.

450. **The Chairperson**: That is the line you are going down, Phil, is it not?

451. **Mr Flanagan**: Yes.

452. **Ms Nelson**: Just to clarify something: the careers co-ordinators in schools would not be expected to be experts obviously in every field or every aspect of industry. Their role is one of referral and more generic advice and guidance but it becomes more specialist as it filters through to subject specialists in the schools. Very often, we find that the subject specialists in schools, in conjunction with the careers advice and guidance co-ordinator, will organise a series, some more comprehensive than others, of visiting speakers and visits to employment settings, and so on.

453. It is not so much the matter of the careers co-ordinator being the specialist and knowing everything about everything. They cannot. Very often, those co-ordinators are passionate about the pupils they are teaching. They are incredibly committed and hard working. Whatever points they are getting very often do not reward them for the job that they are doing. It is quite a complex situation that is navigated pretty successfully by those co-ordinators. However, they are very often dependent on the level of knowledge and experience that the subject teachers have and how they transfer that knowledge to their pupils.

454. **Mr Flanagan**: Is one of the problems that being a careers co-ordinator is simply a secondary role and their primary role is to be a normal teacher? Would it work better if, through area learning communities, there was a dedicated careers adviser working in a number of schools and travelling around schools?

455. **Ms Nelson**: That is a very creative, positive idea.

456. **The Chairperson**: That has stunned you into silence there, Phil.

457. **Mr Flanagan**: I know. It is like me bringing a motion to the House and the DUP supporting it.

458. **The Chairperson**: There is a general, serious point. I will finish up if Phil is finished.

459. **Mr Flanagan**: Go on ahead.

460. **The Chairperson**: Although I take your point about the careers co-ordinator, there is a role for that as well. However, I really do think that what changes people's lives are individual connections with teachers. We all have a teacher who we remember with affection or not but they made a difference. The problem for us is that many of our teaching staff are now in a certain demographic around the age profile. I also suspect that there may be gender issues in the proportion of different genders. We talked about parents earlier. We are now talking about individual teachers, not just careers advisers. Individual teachers need to have an opportunity to get into industry for a period and understand what is going on. I can

remember going round. People go to a printworks, and think that all they do is graphic design. They do not realise that they need people to drive forklift trucks, go out and sell things and do the accounts. I am not sure that we have got the connection between the school and/or careers advisers and the changing world of employment. That means that the background knowledge and experience that allows an adviser to tell a pupil they should go and try such-and-such is not as relevant now as it may have been in the past. That is in no way trying to say to people that they are not doing a really good job in other ways. It is just that the world is moving so fast now, it is really hard for anybody to keep up to speed.

461. When we get submissions from Departments, and I understand how and why you do these things, it is sort of departmental speak to tell us all the good things they are doing just to make sure that we have not missed anything. However, we are trying to do something a wee bit more creative and innovative to help to change the system and say things to it.

462. I will even say, Patricia, I know you will have made a submission as part of the departmental submission. However, there is quite a lot of information that you really ought to bring to our attention, particularly around the ETI. I say to all of you here that you should maybe think again about your submissions and use them as an opportunity to say, "If it was down to us, here is what you should do." You do know because you are engaged in this area.

463. We are not trying to get at you because things are not working. We are trying to help to make things better. We need to get beyond the tick-box mentality. When you read over the Hansard report and reflect on the way that the discussions went, you may consider whether there is additional focused information that can shape policy. I know from talking to the Minister for Employment and Learning, and, I am quite sure, it is the same for the Minister of Education, that we are all determined to try to make this a better place.

464. So, if you come back, take it that, when we ask specific questions, it is a challenge for you. This is where a bolt of lightning comes through the window and hits me. Is it absolutely 100% that all education is child-centric and that the child is absolutely at all times 100% on top of the issue? Do we not have an obligation to society as a whole to employability and to the strategic direction of the Government? It is not that the Government or anybody will turn round and say, "Look, you want to do fine arts but we will take you and make you an engineer." Of course people should be allowed to follow what they think their talents are, but it needs to be a bit more than a laissez-faire attitude.

465. When it comes to media studies, which Jim brought up, or when we look at ICT graduates coming out of universities and half of them cannot get jobs, it is not because ICT is not in demand but because software engineers are in demand. Point-and-click web design is not in demand because we can all do that ourselves. The issue is that we need to be more proactive. You need to get teachers, parents and, in particular, careers advisers absolutely at the pinnacle of what is required.

466. I do not know whether anyone wants to say anything in response to that or whether you just nod and say thank goodness we are getting out of here. That is the point. I thank you very much for your contribution. There were some pointed questions, I know, but I hope you found that they were well intentioned. I invite you to consider your submission and see whether, in addition to answering the specific points that you agreed to deal with, you think you should be giving us some more information.

467. **Mrs Kerr**: Thank you, Chair. Thank you for the opportunity to present and we will consider your suggestion.

468. **The Chairperson**: OK. Thank you very much indeed.

21 November 2012

Members present for all or part of the proceedings:

Mr Basil McCrea (Chairperson)
Mr Thomas Buchanan (Deputy Chairperson)
Mr Jim Allister
Mr Sydney Anderson
Mr David Hilditch
Mr Chris Lyttle
Mr Fra McCann
Mr Barry McElduff
Mr Pat Ramsey

Witnesses:

Professor Ellen Douglas-Cowie	*Queen's*
Ms Wilma Fee	*University*
Ms Maria Lee	*Belfast*

469. **The Chairperson**: We have a briefing from Queen's University Belfast (QUB) on the Committee's inquiry into careers education, information, advice and guidance (CEIAG). We have Hansard staff here; good to see you back. I remind members to switch off electronic devices. I invite the Queen's delegation to come forward and address us.

470. You are all very welcome. Ellen, you might want to introduce your team.

471. **Professor Ellen Douglas-Cowie (Queen's University Belfast)**: Yes, I would like to do that, thank you. I am Ellen Douglas-Cowie, and I am pro-vice chancellor at Queen's, with responsibility for education and students. With me are Wilma Fee, who is the director of academic and student affairs, and Maria Lee, who is the head of educational and skills development. All three of us work together, and careers employability is very central to all that we do together.

472. **The Chairperson**: Thank you. Are you going to make an opening statement?

473. **Professor Douglas-Cowie**: Yes. I will make a very short presentation, if I may. You have our written submission. I very much welcome the opportunity to say something about CEIAG. Of course, from a Queen's perspective, we are qualified to talk about careers and employment in higher education. Employability is central to us at Queen's and to our image of the student experience. We have it embedded in our corporate plan and education strategy.

474. I would like to try for a few moments to bring to life what we are doing on the points that we made in our written submission. The first thing is that our approach to employability at Queen's has a focus on working in partnership with other bodies that are relevant to making our students employable. That involves working with students, parents, employers, government and other agencies, such as the Council for the Curriculum, Examinations and Assessment (CCEA) and Invest NI. So, partnership is key, as is a dynamic and changing approach. We recognise that there is a fast-changing job market here in Northern Ireland, as there is in other places, and we need to be responsive to that. The third key issue is that, as you might expect, we are focused on graduate employment and on the relevant skills for graduate jobs. So, I just want to bring each of those elements — partnership, dynamic approach, and graduate employment and skills — to life with a couple of examples.

475. Where partnership is concerned, we believe that making all our students employable rests on our seeing education as a continuum that starts in the early days and goes right through to the employment market. That is part of our partnership. So, for example, we have held a lot of events in the past couple of years that reflect that and that tried to bring the partners together for the good of our students and Northern Ireland. Just last week, we had a very successful maths event that started with us working with the employers in the community who tell us that we

need a lot of students coming through with A-level maths to be able to fill the relevant graduate jobs, particularly in the science, technology, engineering and mathematics (STEM) sector. So, we held a maths event, and we brought together the further education colleges and the heads of maths in all the schools that offer that A level in some degree or other. We had representatives from the Department of Education, the Department for Employment and Learning (DEL), CCEA, the inspectorate, our own academic staff, who have some interest in students coming in with the relevant level of maths, and a large group of employers. It was a joint event with Invest NI. We explored how we would raise ambition in schools for people to take A-level maths and how we could deliver on that, and we also discussed some actions that we might take. That is an example of the sort of thing that we are doing. I could go on.

476. Similarly, in March, we had a careers teachers event that tried to bring together all our careers teachers, our academic staff and other bodies to demonstrate the nature of graduate jobs in Northern Ireland at this moment in time, particularly in the STEM sector. In fact, Invest NI made a special video as a result of communicating with us about that. That went down really well with the careers teachers because it was a real educational tool. Then, last week, we had a parents' evening for potential engineering students because parents also need to be involved in understanding the nature of graduate jobs. So, those examples are about partnership.

477. We are dynamic and responsive. In the past year, we have responded to employer needs, particularly in the STEM sector. We introduced very quickly to the books a new degree in maths with finance, which is very relevant to a number of the corporate companies that have come into Northern Ireland. In fact, employers are involved in delivering a lot of the soft skills that are relevant to that course. We introduced a new master's degree in software development, where we know that there is a shortage of people to fill the graduate jobs. We brought 50 new people on to that course this year. We revamped all our undergraduate computer science degrees in line with employers' needs and comments. We did that all in 2012. We brought another 70 additional places in to our computer science degrees over and above what we had the previous year. If you add those to the 50 software engineering places at master's level, that means that another 100-plus places are being filled.

478. We are always responsive to employers' needs. We work through an employers' forum and a head teachers' forum to help us to join the pieces together. In fact, those two groups are coming together with us in January to discuss the continuum. Finally, in preparing our students for graduate jobs and with the graduate skills that they need, we firmly believe that one of the key things is giving them experiential learning. That means learning in the workplace as part of their degree, although it does not always need to be learning in the workplace. Just finding opportunities to send them out of university to experience another culture, through, for example, the US StudyAbroad programme, really improves their ambition and understanding, and it can be brought back in to their academic course to improve their skills for graduate employment.

479. Through our alumni, we are seeking out all the opportunities that we can for work placements and experience not only in Northern Ireland but internationally. We also have a degree-plus programme, which develops soft skills outside the curriculum. There are 2,500 students on that. So, that is part of how we are trying to develop the graduate skills that employers are looking for.

480. Finally, we would like to see continuing support from wherever we can get it for work placements and external opportunities, which are really valuable to our students to create the graduate skills. We would like to see productive

engagement from DEL careers advisers. We would also like to see parental support. We are trying to do that with some of our parents' evenings, but there is a real need to ensure that not only our careers teachers and teachers in schools but the body of people in Northern Ireland understand what graduate jobs are nowadays and what kinds of skills their children and young people need. That is really the context.

481. **The Chairperson**: Thank you very much for those opening remarks. I am going to bring in colleagues first. I have a few points that I would like to pick up on, but we will see whether you can deal with them first.

482. **Mr Buchanan**: Does engagement with schools take you right down to primary school level or are you engaging only at high school level?

483. **Professor Douglas-Cowie**: To be fair, at the minute, most of our engagement is aimed at people in post-primary school, but we are engaged at a very young age there. In fact, we produced a new junior prospectus that was aimed especially at younger people. We are also engaged with primary schools in some specific areas. For example, we have a medicine in primary school programme, which we run with Sentinus, and a pharmacy programme, which is very popular. A lot of our conversations with post-primary teachers, of course, show that the need to get engaged even earlier is very important. So, I take the point. We do a limited amount at that level, but we try.

484. **Mr Buchanan**: Again, you spoke about the response to employer need. I have no doubt that you deal with the response to employer need in Northern Ireland. However, what about wider afield, which you mentioned? Companies from the United States of America, for instance, want to come here, but there is not the right skills base. If a company wants to come here, what engagement do you have with them to ensure that a service is delivered that equips our students for that?

485. **Ms Maria Lee (Queen's University Belfast)**: There is wider engagement at a number of levels. First, we deal with a reasonable number of companies here that are international/global. Although we engage with those companies locally, we think about their wider operations because that creates opportunities for our students.

486. In partnership with our development and alumni, we engage with a lot of employers in the United States and wider afield, focusing particularly on alumni. We work quite closely in support of Invest NI, and, as a result, companies looking at inward investment will often come to visit us to find out more about our graduates, the range of opportunities in the programmes, and the number of graduates who stay on in Northern Ireland. So, quite a range of things happen. Last year, for example, we met 20-plus companies that were exploring Northern Ireland as an opportunity. Companies exploring here will often come to talk to us. Through our links with Northern Ireland-based international companies and our alumni networks, we absolutely look all the time for opportunities for our graduates. In that way, we find out about those groups' needs and then feed them information about our graduates.

487. **Professor Douglas-Cowie**: Of course, our research links also open up connections for us way beyond Northern Ireland, and that involves companies and people in other countries.

488. **Mr Buchanan**: I have one other issue to ask about. In your opening remarks, if I picked you up right, you said that you would like to see more productive engagement from DEL. Is that right?

489. **Professor Douglas-Cowie**: Yes; the DEL Careers Service.

490. **Mr Buchanan**: What is the difficulty there?

491. **Ms Lee**: I would not say that there is a difficulty. However, in the same way that we have developed the relationship with careers teachers over the past number of years, I think that we are getting more sophisticated in our thinking about

what the interactions need to be and information sharing.

492. In the past, say, 18 months, I have had more discussions with the likes of Judith Shaw, and I am involved in the steering group that is overseeing the strategy. So, it is about looking at what it is trying to do and at what we are trying to do by sharing our practices and experiences. It is about building up that relationship more. We have also tried to do that with careers teachers in schools. I have dedicated staff to support that area in the university. We are looking at it from the graduate end. We are aware of those things, and we are trying to share those sorts of experiences. At this point, I would not say that it is a difficulty; rather, I would say that we not have developed the relationship on both sides as much as we perhaps should have.

493. **Mr Buchanan**: I would have thought that that area should have been well developed and that, whatever one was doing, all information would have been shared. I was a wee bit taken aback when I heard that there needs to be more productive engagement between the two.

494. **The Chairperson**: We are finely tuned to the nuances of the phrase "more productive". When you say such things, you have to understand that our purpose is to find out where things are not going as well as they should, without it being a propaganda exercise. We understand that you have to work with and be nice and friendly to people. However, we need to get to the bottom of things.

495. **Mr Lyttle**: I declare an interest as a graduate of Queen's University. I may even be a former pupil of Professor Douglas-Cowie's as well.

496. **Professor Douglas-Cowie**: That is really worrying. *[Laughter.]*

497. **Mr Lyttle**: I found that the presentation showed a refreshingly holistic understanding and approach to careers. You package it well when you say that education has to be a partnership and a continuum from early years right through to employment. My main concern is that that is not quite the case, or it is not as good as it should be. That is what we are here for. As the Chairperson says, we are working to progress and improve things.

498. Especially the work that you are doing at higher-education level seems to be quite well developed, with the study abroad programmes, the connection with the Washington Ireland Program, the head teachers' forum and the employers' forum. However, it is almost slightly too late by that stage, if the careers guidance has not been sufficiently robust at GCSE level and before. Therefore, I am interested in how the head teachers' forum is helping the expertise and vision that you have to drill down to school level.

499. You also mentioned the need for parental engagement and support. One of the key outcomes of the inquiry might well be that there is a huge need to engage more with parents. I am keen to hear how you think we can do that.

500. **Ms Wilma Fee (Queen's University Belfast)**: One lesson that we have learnt is that you cannot wait for the students to come to you and you must be much more interventionist. We probably know now that you have to be interventionist at every stage: primary; post-primary; university; and post-university. For that reason, the head teachers' forum and the employers' forum have been brought together to discuss the issues. What has emerged from those discussions is a realisation, within both forums, that everything is connected. It is not just about giving students advice but about intervening to bring them to see the employment opportunities. I agree with you that it is too late for students to arrive at university and start to think, in stage 3 or stage 4, about what they might do for a career. That realisation — that career planning — starts at a very early age. It has to start not just with the schools but with pupils and parents. We are trying to get that debate going so that everyone is aware of it at an early stage. Moreover, it is long term.

501. **The Chairperson**: Two more members have indicated that they want to ask questions. I ask that you be snappy with your questions.

502. **Mr P Ramsey**: I accept Chris Lyttle's point. Parental engagement in the process is hugely important, especially in these difficult times, when young people are less likely to cross over to Britain.

503. How would you audit the performance levels of the particular engagement that you are doing with primary schools? Is there a way or methodology of appraising it for previous years?

504. Have you data or information from the colleges in Northern Ireland that shows whether students who opt for a foundation course in college then go on to university? Have you any information or statistics on that?

505. **Ms Fee**: We are talking about foundation degrees, yes? Those students count as our students once they come to us, so they would be included in our figures. The figures are measured in particular ways. They are measured across the UK through the destination of leavers from higher education survey, which is taken six months after a student graduates from a university. The surveys are not always very revealing. Sometimes it is not for a few years that the career destination becomes much more meaningful.

506. Therefore, in answer to your question, yes, we monitor those students who come to us via different routes. Our students do come from a variety of routes. Although we have a predominantly A-level intake, we have a wide range of other qualifications and other —

507. **Mr P Ramsey**: Can you share that information with us at some stage?

508. **Ms Fee**: Yes, I can certainly —

509. **Professor Douglas-Cowie**: We have all that data. We look at it very carefully and are very interested to see how it works.

510. **Mr Anderson**: You touched on parents and parental support. A lot of students and children come under pressure from parents, who may direct them in ways that may not be conducive to the degrees that they should be going for. How do you feed more into that system so that the parents are more engaged with it? I note from your initial remarks that you held a couple of events — a maths event and a careers teachers event — but I am really interested in how much you touch base with parents and how big a job you view that as.

511. **Professor Douglas-Cowie**: We have been touching base with parents in a number of ways. Certainly in the past three to five years, there has been a concerted effort on our part. For example, a lot of our recruitment activities involve us going out to schools where parents are present, so that is an opportunity to engage with parents, school by school. When we are recruiting, one of the things that we have in mind is always to have data available on what you would do with a certain degree if you did it and what kinds of jobs those who have graduated with that degree have gone into. That is a policy at Queen's. When we go out to schools, we have that data, and we are getting better and better at collecting it.

512. We then have much bigger events, one of which I referred to. For the past four or five years, we have been running an engineering parents' event, for which we fill the Whitla Hall at Queen's. I do not know whether you know what size that is, but we are talking about 1,000 to 1,200 people. We fill that every year with parents who want to know what their son or daughter can do with engineering. At that event, we obviously have an academic presentation on engineering degrees, but we also involve a key employer or employers to talk to the parents and tell them about the jobs in Northern Ireland in that area. Employers try to get the parents to see that those jobs pay well and that they have just as much kudos as some other jobs that parents might think that they want their son or daughter to do. Last

year, for the first time, we extended that and ran a humanities parents' evening, because a lot of people ask what you can do with a degree in English or history. They have no idea.

513. **The Chairperson**: Have you got an answer to that yet?

514. **Professor Douglas-Cowie**: Quite a lot of answers, and we are doing even more on that. We need to get better data, because sometimes if you take a humanities degree, you will be slower to get a graduate job — that is shown nationally — but you will get that graduate job. It just takes a little bit longer.

515. **Ms Lee**: On the choices and judgements that people make, we often say to students — particularly those in the arts and humanities — that, at national level, over 50% of the jobs that are there to take do not require a specific discipline, so you can do extremely well with your English, history or anthropology degree. It is the engagement with what the opportunities are very broadly and the building of the broader skills and experience that is really important throughout the degree. That early engagement is quite important, perhaps more so than for someone who has come in with an engineering, computer science, law or medicine-type qualification. There are great opportunities, but it is about getting the students engaged in where the opportunities might be and what they need to do, along with getting a good qualification.

516. **Mr Anderson**: You certainly have touched on the issues, such as that some degrees are unsuitable and parental engagement. Do you see yourselves expanding the parental engagement from where you are at present? There is a big issue there to expand.

517. **Professor Douglas-Cowie**: We do, and we will try our best to take some sort of leadership role in doing that. We have to think about exactly how we do it, but every year we are expanding our engagement with parents. It is not just about going out to the schools to recruit students. At the point at which, for example, students are holding an offer from us, all our individual academic schools or subject areas now also have events to which they bring parents so that people know what their son or daughter is going to be doing at Queen's and what it leads to out the other end.

518. **Mr F McCann**: Some of my questions follow on from what Sydney was saying. We live in an ever-changing world, certainly in the provision of employment and different skills. Does Queen's tap into the changes that are taking place in that world? Are you able to adapt to the different skills? How do you encourage people to go into those skill areas? One of the issues that we have dealt with over the past couple of months is that of meeting the shortage in skills in the new type of employment that may come in.

519. **Professor Douglas-Cowie**: There are two levels to approaching that. One is the shortages that we currently have, and I gave you some examples of how we have been responsive, dynamic and quick on the uptake in introducing new courses where they are needed. In addition, the fact is that, as we move forward, we do not know what jobs there will be in 10, 15 or 20 years' time. Therefore, as educators, we have to be thinking about educating people to a level at which they will be able to adapt to the new jobs. That is about some of the underlying graduate skills that we have been talking about, such as being able to solve problems, to analyse and to communicate. People probably will need specific training as they move through their life to adapt to different forms of jobs, so we are conscious of doing both these things: responding to the short-term issue but educating for a long-term employment market as well.

520. **Mr F McCann**: If you are looking at the market now, you can say that we have come through a whole period in which the skills with which we trained people will no longer work in a new society or in a new way of doing things. You can certainly look five or 10 years down the

line, perhaps even 15, and identify a set of skills that people may need or will need to adapt. That is the important thing.

521. It is interesting that you said that you do outreach to encourage pupils at post-primary level into pharmacy and medicine. How do you choose which schools to go to and what geographical spread is there? I know that there —

522. **The Chairperson**: OK. We have got that question.

523. **Professor Douglas-Cowie**: On the geographical spread of schools, let me start with start with the head teachers' group, which I mentioned several times. That was chosen deliberately to have a wide geographical spread. It goes right across Northern Ireland. It was also chosen to have a wide spread in the nature of post-primary schools. Our whole focus is always to have a wide geographical spread and a wide spread in the types of schools. The bottom line is that, of course, we want to get into schools where there is some chance of us being able to bring people through to university. We have a list of 180-odd schools and colleges that offer some form of A level or higher qualification that allows us to say that we can accept a student into Queen's. It is a very wide spread of schools.

524. **The Chairperson**: OK. We have got that.

525. **Mr F McCann**: As I have raised before, I am very conscious that 36,000 young people left school without any qualifications at all. Across the North, there are schools that struggle. You keep talking about schools that show some possibility of pupils leaving with A levels, but I am interested, as I am sure the Committee is, in getting the people who may not have the possibility or the ability to reach that level.

526. **Ms Fee**: We have a long tradition in two areas in particular. Through our access programmes, we attract a very large number of students who were over the age of 21. That is widely established across Northern Ireland. In addition, we have a very active Discovering Queen's programme. You talked about primary schools. That programme very actively encourages pupils from primary schools and post-primary schools that are not traditionally the schools that would send pupils to Queen's. We bring them into Queen's to expose them to higher education, give them classes and give them skills training to nourish actively their ambition to go further.

527. **Mr F McCann**: Do you have a record of the schools that you visit? Can that be provided?

528. **Ms Fee**: Yes.

529. **The Chairperson**: It would be useful if you were to give us a list of the schools that you engage with in the headmasters' and headmistresses' forum. Some details on access would be good as well.

530. I want to ask you about a couple of points. You are producing too many lawyers, and they are not getting jobs. What are you going to do about that?

531. **Professor Douglas-Cowie**: Let me start by saying that law is good training. The skills that people learn doing a law degree are good graduate skills. However, nationally, something like only one third of people who take a law degree go on to practise in law. They go into all sorts of other jobs. We probably have a little bit of a job to do to ensure that some of our students who take a law degree are open to looking at professions and jobs outside the specific legal profession. We are working on that. In fact, some of the companies that have moved into Northern Ireland, such as Citigroup, have jobs that, although not down the legal profession route, welcome people with a law degree to operate in a different kind of context. That is my answer to that.

532. The second way of dealing with it is, of course, to ensure that careers advice in schools is aware of the whole range of graduate jobs other than being a lawyer that are available to people.

533. **The Chairperson**: You take on board the demand created by potential students

and their parents. You also take on board the industry demands. How do you reconcile the two?

534. **Ms Fee**: In Queen's, we have a very detailed academic planning model. It takes account of student demand, but we also set targets in line with rising A-level grades. We have pitched our corporate plan at improving the quality of intake to Queen's. We take account of demand. I will be honest and say that we have not factored employability into that planning model. However, it is a factor that we take account of in our corporate plan.

535. **The Chairperson**: There has been a step change in the number of people applying for STEM subjects over the past four or five years. What was the decision-making process that brought that about? Was it because there was huge demand? Was it in response to the Programme for Government?

536. **Professor Douglas-Cowie**: It is all those things, but the Programme for Government is very central for us. We are well aware of the need to up the number of graduates in the STEM area. We have taken a conscious decision to increase numbers in STEM schools. Of course, we are also conscious of quality. We are looking for quality students who will complete the degree and fill jobs when they come out the other end.

537. **The Chairperson**: You have drop-out rates in first year of around 10%.

538. **Professor Douglas-Cowie**: No, it is now 6%. We have worked very hard on our retention rates. We are very proud to say that the drop-out rate is now 6%.

539. **The Chairperson**: If you go back to the point about filling the funnel in STEM subjects, the issue is that many of the decisions that impact on where you end up are taken when people are aged 14. When you look at what is in the pipeline, do you have any concerns about whether the current increase in STEM subjects is sustainable? Do you take a view on, for example, the enriched curriculum in primary school, where there is now more concentration on humanities than on the science subjects?

540. **Professor Douglas-Cowie**: The maths event that I mentioned at the start is central to a lot of STEM. We are very much of a mind that we need to push for more maths, and more high-level maths, right through the schooling system to bring through the appropriately high-quality students that we need to complete STEM subjects and to go out into the marketplace in the way that employers need them to. That is the one thing that I would highlight.

541. **The Chairperson**: We probably cannot do justice to all this in the time that we have available, but there are some points that I want to put to you, which is why I am rattling through.

542. Looking at your submission, I see that quite a lot of careers advice for people who are going to university tends to be the provision of information about what the job market looks like and how you fill in a CV. It is not clear, although I suspect that you will say that you do it in other areas, where you talk about employability skills such as problem-solving, team-working and, in particular, mapping of individual personality traits to ideal jobs.

543. It is self-evident that not every engineer will be the same as all the other engineers. Some will be more suited to going into rigorous engineering while others may be more interested in project management. Where is the focus on the individual attributes of the students and how they might develop as people?

544. **Ms Lee**: If the submission has given the impression that it is very focused on information, I apologise, because that is only an element of it. There are school-based programmes in which students who study English, for example, will do English at work and engineering students will do professional practice modules.

545. There are periods in students' programmes that are linked to personal development planning. They will reflect on where they are and what their skills

are, and then think about what they need to do, either to improve academic performance or to think about future jobs.

546. We try to embed elements of that within students' programmes. There is a degree of variation depending on what the curriculum will allow, but that is a commitment there. The careers advisers run a lot of extra-curricular workshops, often with alumni and employers, and take students through programmes reflecting that kind of thing.

547. **The Chairperson**: Where does it say to a student who is an engineer but who also likes talking that he or she should look at a certain part of the engineering profession? The head of the BBC in Northern Ireland is an engineer, although I do not suppose that he is let near the cameras.

548. **Ms Fee**: Every student at Queen's University has a personal tutor. We schedule up to six personal tutor meetings throughout the year, or more if the student requires them. Students are also encouraged to have a personal development plan, and the personal tutor helps to guide the student through that plan. The plan will take account of not just the sorts of skills that they might pick up in their degree but the co-curriculum that we offer at Queen's University, which is known as Degree Plus. That allows students to engage in a wide variety of activities, including sport and volunteering, gain credit through their personal development plan and achieve a Degree Plus award. The personal tutor is key to that.

549. **Ms Lee**: There will be large group activity in the programme that will be picked up by the personal tutor and supported by the careers advisers. We offer different levels of guidance interviews depending on what the student is looking for at that time. Students can avail themselves of a 45-minute further exploration. There are different models in different departments, depending on what is happening in their programmes, but any student can get one-to-one advice from a careers adviser. They are getting support through their personal tutors.

550. **The Chairperson**: I have two more questions. Is it one-to-one advice? You say in your paper that you have done 1,948 one-to-one guidance interviews. Is that guidance on how to get a job or how to fill in a CV, or is someone telling students what they are good at? There will be people on an engineering course who should not be there. I am not picking on engineers; I am just saying that there are people who will say that they made the wrong career choice early in life and that they should perhaps be somewhere else. Is anyone doing that? Is anyone saying to a student, "I know you as a person, and this is where you should be going."?

551. **Ms Lee**: There is a nuance here. We would say that we are trying to help the student to get to the position at which they can see things, based on the evidence and through discussion with us. We are very careful. We offer advice and guidance, so we are supporting students to make that kind of decision based on information and taking them through a process. However, we are not telling them, "This is who you are and this is what you need to be doing." We are working on the basis that if we have the right process of information and discussion, they can come to that decision themselves.

552. **The Chairperson**: I will bring this meeting to a conclusion. I have invited the Department, and I will also invite people making submissions today, to review the Hansard reports, not just of your contribution but of the other evidence sessions. You may wish to provide us with some additional information but focused on the areas on which we have been asking questions.

553. I have two final questions. Do you do any other work with higher and further education colleges? The University of Ulster and the Open University will be with us afterwards, and their submissions are subtly different. Is there an attempt to get best practice and a unified position for Northern Ireland?

554. **Ms Lee**: We work with the University of Ulster and run jointly the annual

Northern Ireland graduate recruitment fair. We share it back and forth. Colleagues work together and share practices, and we are part of a wider framework and network of careers services, so we are linked in not just locally but nationally.

555. **The Chairperson**: I have given you an opportunity to say, "We do this as well", and I am aware that you do some really good work with access. We will have a look at that as well. However, the University of Ulster's submission, brief though it was, pointed me in different directions, such as the ability to set up online portals where people do video testimonials about what their industry looks like. It seems to me that if we want to reach parents or potential students, we need to use online resources to get them to understand. I would have thought that, with the Open University, which is an expert on that issue, there ought to be an integration of the issues. Do you do anything beyond the traditional talk? Ellen is looking at me now as if I have lost my marbles.

556. **Professor Douglas-Cowie**: I am not at all. I understand what you are saying.

557. **The Chairperson**: How do you communicate with young people today? It is done through the internet and through Facebook. How much of that work do you do?

558. **Ms Lee**: We use social media, including Facebook and Twitter, and we have a lot of materials online. Some of it is done through our virtual learning environment, and, for example, we take students away to London on study tours to explore and visit companies. Those students come back and do a dissemination event. We video it; they produce materials; we bring students in and put it online. We do quite a lot of that.

559. **The Chairperson**: I want to see some direction on how you might do it.

560. I have a final question. The Committee is doing an inquiry into careers, partly in response to the fact that employers tell us that they do not have enough graduates with skills and because students tell us that they have invested a lot of money in their education and cannot get a job. Is there a problem with careers advice?

561. **Professor Douglas-Cowie**: We need to get better at it, and that brings me back to the issue of partnership. If there is one problem, it is that we have not worked in the past in a partnership and have not had a model of a continuum the whole way through. At Queen's, we have taken a leadership role and have made huge progress in the past few years. For example, when we started our parents' evening for engineering, specifically in response to the apparent lack of graduates to fill the IT sector jobs, we brought together employers, parents and others, and the numbers of applications in those areas and the quality subsequently went up. That is an example of how it can work. We just need to do more.

562. **The Chairperson**: We will finish on this point. I understand that we all have to be careful when talking with other colleagues. Nobody wants to say bad things. However, it is our belief that the careers advice available to our young people is not working despite the best efforts of really good people who are trying to do things. When you review what you have said, we want practical, hard-hitting solutions. With respect — it is not just you, for we all do it — we do not need flimflam. I know that you are doing really good things. We need to disseminate that more widely, and you also need to tell us where things are going wrong and what we might do better.

563. Thank you very much indeed for your submission and thank you for the good work that you are doing, but I would like you to consider and come back to us on the points that we have raised.

21 November 2012

Members present for all or part of the proceedings:

Mr Basil McCrea (Chairperson)
Mr Thomas Buchanan (Deputy Chairperson)
Mr Sydney Anderson
Mr David Hilditch
Mr Chris Lyttle
Mr Fra McCann
Mr Barry McElduff
Mr Pat Ramsey

Witnesses:

Ms Maria Curran — *University of Ulster*
Ms Moira McCarthy
Ms Shauna McCloy

564. **The Chairperson**: I remind members that this session is being reported by Hansard. The University of Ulster's commendably brief submission is before the Committee. We have Maria Curran who is the head of employability at the University of Ulster. Would you introduce your team and make an opening statement?

565. **Ms Maria Curran (University of Ulster)**: Thank you. Beside me is Shauna McCloy, career development manager at the Jordanstown campus, and Moira McCarthy, career development manager at the Magee campus.

566. **The Chairperson**: That is a real shame, because we will not get Mr Ramsey shut up. *[Laughter.]* The floor is yours, if you wish to make an opening statement.

567. **Ms Curran**: Yes, I do, Chair. Thank you.

568. On behalf of the University of Ulster, we welcome the opportunity to brief the Committee on the university's careers education, information, advice and guidance.

569. We will start by giving an outline of careers education, information, advice and guidance at the university and our new strategy. My colleagues are supporting the presentation and will outline what we have done in-house to address some of the issues and developments. I hope that we can deal with questions that may arise.

570. Central to the university's vision of leading in the provision of professional education for professional life is its commitment to supporting graduates to gain stimulating and fulfilling employment. As part of that commitment, the university's objective is to provide students with learning experiences that will give them the confidence, knowledge and skills to enable them to take up the challenge in employment opportunities and to contribute to the further development of their chosen profession.

571. Careers education, information, advice and guidance are provided by the employability and marketing department. It is a newly restructured department within the university and was formerly the career development centre and student marketing. The department has an office on each of the main campuses, Coleraine, Magee and Jordanstown, and an information centre on the Belfast campus.

572. The department provides comprehensive first-class resources and services that are complementary to, and integrated with, the academic provision of the university, enabling our students and graduates to develop, evaluate and implement career decisions and employment plans for the mutual benefit of themselves, employers and the university community.

573. Last week, the new department was accredited the national matrix quality standard. Continuous professional development is a part of employability and marketing's commitment to quality. There is a focus on ensuring that knowledge skills are kept up to date. All careers education, information, advice and guidance staff are professionally

qualified and possess, or are working towards, a teaching qualification, as much of the role of career development and learning is in the classroom.

574. The university places a very strong emphasis on employer involvement. It places very strong emphasis in its delivery of programmes through placement and curriculum design for its course-planning provision. That engagement with employers ensures that students acquire the skills relevant to the marketplace. The university's links with industry, commerce and the professions are varied and include: university-level activities such as knowledge-transfer partnerships; and the work of the office of innovation and enterprise and employability and marketing. Links are also pursued at faculty, school subject and programme level. Liaison is achieved by the following: involvement of employers in programme planning and revalidation discussions; reference to, and input from, the sector skills councils; seeking employer views on new programme proposals through survey activity; discussion with employers during placement visits; use of advisory boards, industrial liaison panels and programme accreditation by professional bodies.

575. Employability and marketing organises a series of careers events throughout the academic year, which provide an opportunity for organisations to visit the campus and to meet students, and for students to learn more about the opportunities open to them. Employability and marketing engages with graduate recruiters online using Careers Connect, a new careers management tool supporting the communication to student programmes of employer events and vacancies. Employability and marketing aims to be the principal point of contact for employers in the recruitment of students and graduates, and it uses its quarterly newsletter to support communication.

576. We have brought a copy of the new employability and marketing strategy for 2011-16 for each of you to take away today. It sets the agenda for embedding employability into the Ulster student experience and provides a framework for the university's domestic recruitment marketing. The employability and marketing strategy sets out a number of aims, and three aims are most relevant to the current inquiry: to strategically support and enhance student and graduate employability delivered through the curriculum and co-curriculum provision of curricular activities; to co-ordinate the development and enhancement of work-related and work-based learning opportunities for students and graduates; and to collaborate with the faculties to widen and strengthen engagement with industry and businesses locally, nationally and internationally to enhance student and graduate employability. The strategy provides employability and marketing with a clear focus on our work going forward.

577. Performance measures for the new strategy include —

578. **The Chairperson**: How are we doing in getting to the bottom of that sheet? Are we getting close? *[Laughter.]*

579. **Ms Curran**: We are almost there. There are a few performance measures, and that is the key. Increasing the visibility of employability is a core strategic objective for the university. We are also meeting, or exceeding, our Higher Education Statistics Agency benchmarks; enhancing our engagement with students and with schools and colleges and increasing employer engagement when it suits them; and, finally, by 2016, all undergraduates will have the opportunity to undertake some form of work-based, work-related learning during their time with the university.

580. **The Chairperson**: Thank you very much. Colleagues, I would like to take your comments and questions first. I have a few, and if you do not pick up on them, I will ask a few questions. Pat is first up.

581. **Mr P Ramsey**: Thank you, Chair.

582. **The Chairperson**: Can we keep this to less than 40 minutes?

583. **Mr P Ramsey**: The obvious question — that Chris is encouraging me to ask you — is whether there is any news on the 500 student additional places across Northern Ireland. I am aware, Moira —

584. **Ms Moira McCarthy (University of Ulster)**: I have not done my bit yet, Pat, but go ahead.

585. **Mr P Ramsey**: With regard to the earlier discussion about involving primary and post-primary schools, will you outline the particular work you are doing to engage with children, in particular, in advance of their coming into the university? Also, I asked a similar question to the representatives of Queen's: do you keep data and statistics on people who come out of college and eventually go on to higher education?

586. **Mr Lyttle**: Chair, may I supplement that question to save you coming to me. Would the representatives also mention the Step-Up programme?

587. **Ms M McCarthy**: Do you want me to go through what we are actually going to do now? We have a new strategy and a new department. Pre-entry is our new focus. I will run through that very quickly and then take your questions. I will answer your question, Pat.

588. We are changing our pre-entry provision services for students, teachers, parents and adult returners significantly. That is our focus. I will quickly give you a flavour. Our new Study at Ulster website, with the major focus on developing and providing high-quality, interactive online career development learning resources that can be used in the classroom setting, is a new development that we are taking forward. It will be our main vehicle for delivering our key messages to a number of different groups. We started to develop our online interactive resources to support prospective students in making informed career choices. We will be working in a more collaborative and joined-up way with key influencers, including careers teachers, principals, early-learning communities, parents, local government and community-based agencies and education organisations to facilitate student recruitment and relationship development.

589. Our big developments include: the development of a career teacher, adviser, parent or guardian's portal; our Study at Ulster website with dedicated information resources; the provision of monthly newsletters and magazines, one dedicated to parents and one dedicated to careers teachers and advisers; the provision of advice and guidance to careers teachers and advisers on a range of professional issues, so we intend to support careers advisers and teachers; and the delivery of continuous professional development, with short courses for careers teachers and advisers. We currently do that but we are going to enhance that provision. We are going to deliver a 2013 spring conference for principals and careers practitioners. We have our open evenings and we do Saturday open days for parents as well as young people.

590. **The Chairperson**: I support all of this, but information such as that is more useful to us if it is in written format.

591. **Ms M McCarthy**: I will provide that for you.

592. **The Chairperson**: Please just talk to us. Tell us what Step-Up is. What is it that you two were going on about?

593. **Mr Lyttle**: It is the Step-Up programme. We have raised issues about how to connect learners, who are struggling to connect with universities, with those universities. It seems to me that the Step-Up programme is an extremely creative, effective way to do that.

594. **Ms M McCarthy**: The programme is long-established, and very effective. It goes into non-traditional schools and universities. Some 43% of our intake comes from widening participation, so we have a long history of that. We have extended the Step-Up programme to primary schools. We do quite a lot of science engagement and informatics engagement for computers. This is one way of engaging the population that does not traditionally go to university.

We are also very connected to FE. We bring through quite a lot of programmes there. The University of Ulster has been, and is, very active in that area, albeit that we can improve.

595. **Mr P Ramsey**: I think that it would be interesting to get further figures. The Step-Up programme — and I am not sure whether members know this — is one of the most creative and innovative projects involving the most marginalised people. It stimulates and encourages them regarding the importance of higher education, and it is effective. People are coming from secondary schools rather than grammar schools. It is not the big achievers in A levels who are getting in. You are getting people across the line. Perhaps information would help, because part of the inquiry will look at good practice and at models that get people into higher and further education.

596. **The Chairperson**: I support what you are saying about that, but the rest of the Committee does not know what it is. We need to find some way of getting that information to us. It is not just a matter of saying that this is done, and it is very good. I am a believer that we need to see it.

597. **Ms M McCarthy**: We can provide that.

598. **The Chairperson**: We just need to find some way to getting this through. We have the benefit of people who know about it, but the rest of us need to have a look at it.

599. **Mr P Ramsey**: Could we have a follow-up report listing the schools involved and how often engagement happens? I know that the university does peer mediation programmes with the schools as well, which is unique. Maybe we could get some information on that later.

600. **Ms M McCarthy**: Certainly.

601. **Mr Lyttle**: Chair, you are asking what it is, which is the right question, and we should try to get some more information. In a nutshell, it is a creative use of double-award GCE applied science, is that right?

602. **Ms M McCarthy**: It really supports young people. It was set up to widen participation. It really supports young people and their families who, traditionally, do not go to university. So, there is a lot of support for parents. The programme links people very quickly with employment and work experience. They come on site at the university, and various mechanisms are used. The applied A levels are probably used slightly more, but people do have to reach the grades in order to get into the disciplines as well. It is not a soft option, but it is a very well supported option.

603. **The Chairperson**: No doubt, we will work out how we can get to know more about this and the right way through it. I call the author extraordinaire.

604. **Mr McElduff**: Thanks, Chair. I am fresh from my book launch.

605. **The Chairperson**: I heard all about it. My staff even bought a copy; did you know that? I gave them instructions not to, but — *[Interruption.]*

606. **Mr McElduff**: Is the University of Ulster strong at instilling entrepreneurship among students?

607. **Ms Shauna McCloy (University of Ulster)**: Yes. One of the new initiatives that we have just launched is an enterprise development module, which our second-year students can undertake in preparation for a self-employed placement year. This means that they can collaborate and do business venturing as part of that period of work-based learning. It is a new initiative that we are doing to support that.

608. **Mr McElduff**: Does the initiative have a high profile among the student population? Is it relatively new or is it embedded?

609. **Ms McCloy**: It will be embedded. We are running it now in the second semester, and it will be a preparation module for self-employment. We are working with Invest Northern Ireland and other partners in this, and it will be accessible to all students on all campuses. We

have a lot of students from the creative arts and even in the Ulster Business School who want to do business venturing for their placement year or even test it over a summer period. We want to put support in place for them to put together a business plan to see whether they have the entrepreneurial skills and all the other resources required to undertake a successful period of enterprise development.

610. **Mr F McCann**: The last couple of questions were on the Step-Up programme, and Barry asked the question that I posed to the folk from Queen's University. The explanations and answers given by the University of Ulster describe the sort of information that I was looking for. There are quite a number of neighbourhood renewal partnerships across the North in which there is concentrated poverty and deprivation and where many people will not go on to university or college. How proactive are you in going to those areas and trying to encourage people to take up the option of education and careers as the way forward?

611. **Ms Curran**: Employability and marketing have a very clear plan for the Northern Ireland marketplace and for the schools and colleges that are spread across Northern Ireland. We have engaged in the past — that is well-documented — and we get students from schools where, historically, we have maybe not recruited as many students. All schools in all geographies are covered and targeted to ensure that students are invited to open days or that our staff go out to do presentations. Moving forward, we will utilise the online tools in the classroom and for parents and students.

612. **Ms M McCarthy**: As part of the strategy going forward, we intend to upskill as much as we can. I am not saying that the Careers Service is not skilled enough; I am saying that we intend to strengthen what it is doing by supporting it. We really need to raise people's aspirations and give them a vision of where they can go. Non-traditional routes are very frightening for people, and this is really about supporting careers teachers and advisers and giving them a pathway in. We can go out to the community and deliver that, and we do so and bring the community in. It is really about raising aspirations and showing people that this can be for them. That is definitely an area that we intend to focus on.

613. **Mr F McCann**: I raised this point earlier. A focus of this Committee's work has been on the number of people who leave school every year without any qualifications and with no expectations and no aspirations. It seems that nobody goes after them to encourage them back into education or to offer them the possibility of a career. I work with some community organisations and I have seen them working with people who have left school and for whom the schools have given up the ghost. They have been encouraged back, achieved GCSEs and gone into further education. That mechanism does not seem to be there, and it seems to be fairly difficult for people to take that leap. A lot of assistance is needed. Most of it is based in those neighbourhood renewal partnership areas, and there are groups there that would welcome any assistance and help that we can give them.

614. **Ms Curran**: Our new strategy is one of not necessarily bringing students to campus, because that, once again, may be a barrier. The strategy involves going to other locations, be they hotels or facilities in other areas, as some parents may find it more accessible to go 15 minutes up the road rather than spend an hour and a half going to Jordanstown. Part of our plan is to deliver more sessions to bring students, parents and careers teachers to an environment that is closer to home and where they may be more comfortable.

615. **The Chairperson**: Fra's key point is that there is a section of our community that does not understand why education is important. It will not be the school system that will convince them of that importance, because that is the very thing they are rejecting. Given the resources at the disposal of the further and higher education sector, that is

something that you ought to take on board, and I want to hear more details in answer to a few questions that I will ask you. We are edging slightly away from the careers issue, but the point brought up was important.

616. **Mr F McCann**: A number of groups in west Belfast and other areas organise careers days to which they invite universities, colleges and others. The way in which you said you do this is good, but if you are planning a careers day, I am sure that Divis Community Centre does not pop into the middle of your thoughts. You do not consider going into Divis to look at how they do it or into Ballybeen — right to the heart of the communities.

617. **The Chairperson**: We take the point, and let me come back to it. Sydney has a question here as well and others have a few points to make.

618. **Mr Anderson**: Thank you for your presentation. My question to you is, as it was to Queen's, on the theme of parents, but I want to focus on a different aspect. We are trying to get students to connect and to choose the right career path. Moira touched on the fact that you will go a certain distance with a student who is on the wrong career path and say, "Look, you are in the wrong career path and you should maybe make a choice". Is there a large or increasing rate of drop out of students who fail to complete degrees at your university?

619. **Ms M McCarthy**: I do not know the figures.

620. **Mr Anderson**: It may be in a different area here, but —

621. **Ms McCloy**: The figures are decreasing. Retention is a key area in all higher education systems, and one of the things that we have done in our careers education provision is to put on a first-year module that looks at the transition to university. It makes sure that in the very early days of their higher education experience, students explore the start-to-finish programme, are aware of the professional bodies and employers in the programme, and put together some form of action plan and careers report that we can assess and give feedback on. That is part of the opting —

622. **Mr Anderson**: That is where I am coming from. If students find themselves in the wrong career or course, how quickly is there intervention to change that before they perhaps drop out of that course?

623. **Ms M McCarthy**: We see anybody who is in any difficulty straight away, and we try to get —

624. **Mr Anderson**: Is that identified quite quickly?

625. **Ms M McCarthy**: Yes. We see them within the first half of the first semester.

626. **The Chairperson**: Do you pick up on people who are starting to miss lectures?

627. **Ms McCloy**: That is more at programme level. A course director or module co-ordinator is responsible for keeping attendance records, and they pick that up.

628. **Mr Anderson**: Is there much evidence of that in the university? That is what I am trying to find out.

629. **Ms McCloy**: There is attendance monitoring, and that does —

630. **Ms M McCarthy**: I keep attendance records for every one that I deliver — I came from a different place. I mark everybody in. You see the people who struggle clearly and very early; you pick up on them within the first three to six weeks.

631. **Ms Curran**: The university has integrated an induction week, during which first-year students are brought on campus before everybody else. Part of the purpose of doing that is to ensure that they get comfortable with the setting, know the course that they are signed up to and understand the different facilities that are available to them. Our department presents at part of that induction week to ensure that students know what we offer and where they can find us, so that they can come to us if they wish. Sometimes, a member of

staff requests us to meet a first-year student, so meetings can be arranged from two different directions. Part of our charter is to meet that student.

632. **Mr Anderson**: Is it an area in which improvement could be made? Are you happy with it in your setting, and are you happy that enough is being done? I ask this because places are filled at the start, and students may take the wrong course just to get a place at university. That needs to be picked up on. I wonder whether it is being picked up on quickly enough and whether more can be done to ensure that less of it happens.

633. **Ms McCloy**: That is the key thing that we are trying to address through the new strategy. We offer information, advice and guidance to students before they come to the university so that they do not just choose a course but understand the academic and employability aspects of that course. We pick that up again in the first couple of weeks when they have come into the university in order to reinforce that message. We ask them whether they are sure that they know why they are at the university and where their course will take them. We take retention extremely seriously. In the strategy document, we have lots of initiatives in place —

634. **Mr Anderson**: Is there a focus on employability at the end of the course?

635. **Ms McCloy**: Absolutely.

636. **Ms M McCarthy**: We kind of start from the perspective of cost. We tell students that they are investing up to £20,000 in themselves, and we ask them whether they know where they are going to be in three years time. If you take this issue from the end point, it gives you a very good point from which to start and it is very real. We start our delivery from that point. We are very tuned into the fact that students are paying significant amounts of money and that they need a return. That return is employment.

637. **The Chairperson**: One of the issues — sorry, Sydney; have you finished?

638. **Mr Anderson**: That is fine.

639. **The Chairperson**: The Open University will present to us shortly. They do not do a huge of amount of pre-entry careers guidance, but they do some. You talked about making people understand that they are making an investment. We do not really talk to them about that. There is a view, rightly or wrongly, that a lot of people go to university just to have a good time, and that when they have had that good time, they then look for a job. People need to understand that they are entitled to take whatever subject they want —

640. **Mr McElduff**: That is the way that we were.

641. **The Chairperson**: That may have been the way that we were, but it is not like that any more. For Hansard's purposes, those voices are coming from my left.

642. **Mr Lyttle**: Not in my day, Basil.

643. **The Chairperson**: How do we get better advice to our young people so that they take a subject that is suitable for them and that gives them a reasonable chance of making a living? Is it something that you should look at as a university? Is it part of your remit, or is it part of someone else's remit?

644. **Mr F McCann**: Chair —

645. **The Chairperson**: Hold on. I want to see if there is an answer coming here.

646. **Ms Curran**: Our new employability and marketing department defines student marketing and employability and brings them together. We have staff with a careers background who go to schools and colleges and provide good advice to careers teachers and students. As I said, their remit is also to build a lot of online resources for classroom delivery or for parents or individuals to do at home.

647. **Mr F McCann**: Following on from what you said and what Sydney asked about during the previous two presentations, it is interesting that, after three or six weeks, you are able to identify whether people are falling into difficulties. At that stage, does someone work with

those young people to find out whether they have chosen the right course and redirect them?

648. **Ms Curran**: The way the department is structured is that staff are allocated to particular schools. For example, I speak to first-year students in the schools of engineering, computing and law, and I am with them for the full journey over four years. That is why it is very important for us to be present in induction week and in weeks 1 and 2 of semester 1 of year 1 to take them through that journey. First, it allows them to see us as being approachable. Secondly, we understand the marketplace and have a good relationship with industry and our academic partners in the university.

649. **The Chairperson**: As no one has any other questions, I will rattle through a few. You gave us a one-page submission and then gave us quite a lot of information verbally. I quite like focused information, but the danger of having that is that we need to know more. Beside everything in your paper, I have written, "I need more detail." I am interested in the personal development planning process. You gave a link to a website, which I had a look at. It is great. How many employers get the link? How far is that working?

650. **Ms McCloy**: As a Department, we invest significantly in technology and online support tools for our careers education and personal development planning. We have developed that bespoke, in-house professional and career enhancement tool. It is an individual facility for all students that they can use to store, record and reflect their achievements and results as they go through university.

651. **The Chairperson**: How new is it? Is anybody using it yet?

652. **Ms McCloy**: We updated it last year; before that we had the PDSystem. It is something that we have had embedded in the university for quite a few years.

653. **Ms McCarthy**: It has been running for about eight years.

654. **The Chairperson**: It would be interesting to see a demonstration of how it works. I would also like figures for the utilisation of it. In particular, I want to know whether employers use it, because the only thing that seemed a wee bit cumbersome to me was that if you were an employer, you should have already been given a password.

655. **Ms McCloy**: The purpose is for a student to share certain information with employers so that they can use it. It is an individual student facility that they can use to do things such as personality profiling.

656. **The Chairperson**: I get the concept; I just want to know whether it is working.

657. **Ms McCloy**: It does work. From an employer's perspective, the students select the key parts of what they have used to send to employers, whether it is a CV or something else.

658. **The Chairperson**: Let us see how we can get to see it work. Tell me about the EDGE award, which I had a look at.

659. **Ms McCloy**: In 2011, the National Higher Education Report was introduced. Our response was to introduce an employability award that would allow students to engage and to get recognition for a wide range of extra and co-curricular activities, such as our partnership work with the Students' Union and the Ulster Sports Academy, volunteering and students even getting accreditation for their part-time jobs. It is a framework whereby students can get credit for a range of activities that they undertake. The EDGE award is presented on graduation day.

660. **The Chairperson**: It is similar to Degree Plus.

661. **Ms McCloy**: There are about 80 UK higher education institutions that have employability awards, and that figure is growing.

662. **The Chairperson**: I would like to see whether we could do something a wee bit more unified.

663. Item 4 of your paper states:

> *"While recognising the strength of CEIAG provision within Ulster there are challenges in relation to the quality and timeliness of the careers information and guidance available to young people".*

664. What are the challenges in relation to quality and timeliness?

665. **Ms M McCarthy**: I take it that you mean pre-entry.

666. **The Chairperson**: You said in your paper that there are challenges; I am just asking what they are.

667. **Ms M McCarthy**: When students come in, we face a challenge in trying to find out whether they really know why they are doing courses. Time and time again when we ask students why they selected a course and what influenced their choice, they do not seem to know or to have articulated an answer. That is worrying for us.

668. **The Chairperson**: That is the most interesting statement of the entire inquiry thus far; you may find yourself at the front of the report if you carry on. Tell us more about this. Why do they not know?

669. **Ms M McCarthy**: For instance, we did a keynote address at one of our large grammar schools, St Columb's College. Many of that school's high-performing students want to go into law or go on to be doctors. Therefore, we took the report, with the principal, Mr McGinty, and presented new and innovative jobs in areas such as energy from fusion, renewables, engineering and space innovation. It was received very well. However, all those high-achieving students wanting to go into law and medicine is an issue for us as a university and for Northern Ireland. That is where we see ourselves as strengthening careers teachers and advisers — through professional and occupational information.

670. Having looked through the report, I wanted to pick up on the fact that you talked a great deal about labour market information. Labour market information is good, and it is very interesting. However, it is not an exact science. It is really about labour market intelligence and working many sources in that area to come to conclusions and then present jobs.

671. The people from Queen's University articulated very well that we are training people for jobs that are not here yet; that is why we moved to broad skills and employability skills. Students at pre-entry need to know why they are selecting courses and where they can go with those courses. We need to strengthen the role of the adviser at pre-entry.

672. **The Chairperson**: I note that that is the only bit in those sections that did not have a hyperlink to the resources to go and do that.

673. **Ms M McCarthy**: We can give you it now; the new site is up.

674. **The Chairperson**: OK. I would like more information, but we do not have time to do that now. There is a problem, as you have outlined. The Committee wants to know how we can bring people together using modern technology. This is one of the areas in which we can do that because you are dealing with people who are comfortable with the web. That ties in with space and some of the other inspirational things.

675. We talked earlier about the difference between humanities and the STEM subjects. It is not that there is no role for people who are doing humanities or anything else; it is just that people need to make considered choices. If that is where a person's strengths lie, he or she should do that and look to see how they might find a career through it. Equally, however, they need to understand that if they just wander around in a daze, they will find it more difficult to get a job.

676. You might reflect on how you get the information about what you are doing in more detail back to us. We can talk to the Committee Clerk about how we will do that.

677. I would like you to talk to Queen's University and to the Open University to

see what we can do in Northern Ireland in relation to best practice. Some of what Queen's University is doing is great, but there are some things that you do that are interesting as well. The Committee will not stand for academic ring-fencing; we are trying to get the best for the people of Northern Ireland.

678. In your submission, you talk about enhancing personal development skills. Does anyone tell students that they need to know how to talk to people or how to make decisions? Does anyone give them real-life skills?

679. **Ms M McCarthy**: We certainly do.

680. **Ms Curran**: In the modules that we deliver towards the EDGE award, there is three hours' contact time; the rest is online and comprises a great deal of practical exercises. We also do much of our class delivery in lecture rooms where there are no tables. It is about doing practical exercises and getting students to work in groups on business scenarios. Employers are forever saying to us that students are academically strong and have experience but their business awareness is a bit lacking. We try to bring that into the delivery as much as possible throughout their four years with us.

681. **Ms M McCarthy**: We also bring employers into lecture theatres to deliver the same message, which is that although the qualification is what they need as a passport, the employability skills of communication, teamwork and being able to work from Monday to Friday, as well as problem-solving and creativity, are the most important. Employers do that in order to reinforce our message as well.

682. **The Chairperson**: Pat Ramsey will ask a question in a moment. I want to come back on what you said. It is not enough to say that this is what is required; that is a step forward, and at least they know that. However, in addition to giving them the academic skills that they need for the course, you have to give them training in how to improve their potential development needs.

683. **Ms McCloy**: We do that through our careers education programme. We have a framework of careers education that enables it to be delivered in many different formats. It can be through accredited career management modules at 5, 10 or 20 credit points, where they undertake assessments so that we can measure the skills that you talked about.

684. **The Chairperson**: You have whetted my appetite, but I need to see it to make sure that it is not just tick-box stuff.

685. **Mr P Ramsey**: I was following your train of thought and reflecting on Moira's comments. I visited Thornhill College, which is an all-female grammar school, and I met a class of eight girls, some business people and some civil servants, and we went through mock interviews. Of those eight girls, six wanted to be teachers. However, I am not sure whether the children wanted to be teachers or whether their mummies and daddies wanted them to be teachers because it is a good, respectable career. Moira related that too in St Columb's College. Barry is not here now, but he will know that I spent my first few years in Stormont on the Culture, Arts and Leisure Committee, which was undertaking an inquiry into the creative industries. Reflecting on Moira's point, people will tell you that 40% of the jobs that will exist in 20 years' time have yet to be created, so the question is this: what is being done to meet industry needs or future needs? What co-operation is there with the Department of Enterprise, Trade and Investment and Invest Northern Ireland to look at the careers that are necessary for the next decade? Is there any development there?

686. **Ms Curran**: When a university programme is up for revalidation, sector, industry and professional bodies are all integrated in the process so that the programme for the next four years has those changes embedded in it. Therefore, be it a change of a title, new modules, different modes of assessment, or making a year

out compulsory, that is when the revalidations occur.

687. **The Chairperson**: I will do what I have done to others and invite you to review the Hansard reports, not just of this session but of some of the other sessions. You may wish to make another submission or find some other way that we can get to see what is happening. At the end of our inquiry, we may want to showcase some things so that we can walk people through, but you need to think about how you would do that. It is as much a challenge to educate my colleagues and myself as it is to educate pupils and their parents. We need to find a way of doing that. Thank you all very much for your time and for your presentation. I hope that you found it useful. We are looking for solutions, so do not be afraid to tell us anything and to point things towards us.

21 November 2012

Members present for all or part of the proceedings:

Mr Basil McCrea (Chairperson)
Mr Thomas Buchanan (Deputy Chairperson)
Mr Sydney Anderson
Mr David Hilditch
Mr Chris Lyttle
Mr Fra McCann
Mr Barry McElduff
Mr Pat Ramsey

Witnesses:

Mr Simon Gregg — *The Open University*
Ms Heather Laird
Ms Marina Lennon
Dr Frances Morton

688. **The Chairperson**: Our final presentation is from the Open University (OU). I welcome Heather Laird, assistant director of student services in the Open University, and her colleagues. Heather, will you introduce members of the college to the Committee?

689. **Ms Heather Laird (The Open University)**: I will hand over to Frances, who works in the policy and public affairs area. We will let her do the introductions.

690. **The Chairperson**: I beg your pardon. All I do is read from the top of the list, so apologies if I got it the wrong way round.

691. **Dr Frances Morton (The Open University)**: As you already know, Heather Laird is assistant director of student services at the Open University; Marina Lennon is student services manager in education, advice and careers; and Simon Gregg is manager of student services, student recruitment and learner support.

692. **The Chairperson**: Are you going to make an opening statement?

693. **Dr Morton**: It will be brief.

694. **The Chairperson**: That is excellent news.

695. **Dr Morton**: I want to thank the Committee for inviting us to give evidence. Rather than repeat what we have already put into a response document, we have highlighted three key areas that we would like to share with you, and we are prepared to discuss them further as you see fit around your questions.

696. The first is the importance that the Open University places on information, advice and guidance as an overarching framework in which careers, education, advice, information and guidance would sit. We have a wide range of inquirers and students with very differing levels of skills and qualifications, and, to an extent, we deal with a different demographic of student and student profile. In that category, we also do training provision, and we have many links with professional bodies in career development and employability.

697. Secondly, I would like to highlight our practices and procedures, which, as you said, I would like to share with Queen's and with the University of Ulster, and highlight some of the things that we already do, such as our careers service and flexibility, accessibility, distance learning and part-time aspects, which require us to have a different focus. We have online forums for accessibility, and we are running an employability project in the careers service. I emphasise again the spectrum of different ages and qualifications and how our practices and procedures vary to fit it. I appreciate that you may have questions and examples around that.

698. Thirdly, I want to let you know about recent successes and partnerships. We had a very successful careers event earlier in the month, at which I am told people were queuing outside the door, so the Open University is obviously growing in popularity. We have also been working closely with the Educational Guidance Service for Adults (EGSA)

and informing it and raising awareness about the Open University as a viable opportunity for students. We have been invited to speak to the service again.

699. We have ongoing engagement with the post-primary sector on UCAS and OU events where we go into communities throughout Northern Ireland and offer advice, information and guidance. Moreover, the 'OU anywhere' app will be launched in the first quarter of 2013, which will allow students to access course materials, student and tutor profiles and information online anywhere from mobile devices. That is the next learning milestone that we will be launching early next year.

700. **Mr Lyttle**: Thank you for your presentation. Your submission references a new qualification strategy in England for the provision of careers guidance qualifications. How important or how much of an issue is it that we need to get properly qualified advisers and professional development for teachers in schools for careers guidance?

701. **Ms Laird**: Marina is one of our qualified careers advisers. One of the things that we have been trying to do recently is to work more closely with careers advisers in schools because some of them can be a little blinkered in their approach to careers advice. I am aware of that, having had the experience of my son coming through that system recently. In working with EGSA, we have tried to work with careers advisers in schools here to provide them with the knowledge that they need to share with young people about what is perceived as an unconventional route into higher education for them.

702. **Ms Marina Lennon (The Open University)**: England drives much of what the Open University does because it has such a large population. The new academic framework was probably acknowledging the fact that students from a demographic different from what we have been used to may look to the Open University as an alternative way of achieving a higher education qualification. They may wish to study at a full-time speed, but the flexibility of the OU means that they can combine study and work experience, whether paid or unpaid. Therefore, it is introducing a different dynamic to a new cohort of students.

703. We had an event in our office a few weeks ago with careers teachers from schools in Northern Ireland, and I was taken aback by their reaction when we started talking about the OU. It was almost as if a light went on in their head and they realised that this was a different approach that they had not really thought about traditionally, but now, because of the cost of study, whether you send your child to Scotland or the north-east of England where they have to pay hall fees, the cost of learning is coming home to them. We also feel that the meshing of learning and, potentially, working is a strand at which some people are looking. Traditionally, we have always had in our student base people who have chosen to work and to pick up their higher education qualifications once they have become more established and know what they want.

704. **The Chairperson**: It is probably worth saying that you are the Open University of Ireland. I say that in case I have to deal with any of my Committee.

705. **Ms Laird**: Yes.

706. **The Chairperson**: You do it on an all-Ireland basis.

707. **Dr Morton**: Yes, but we have different funding regimes for the North and the South.

708. **Mr Buchanan**: I note from your written presentation, which came in some time ago, that you organised an information and networking event on 3 October. How successful was that event, first, in attendance, and, secondly, in the recruitment of school leavers and such hard-to-reach individuals as those with disabilities?

709. **Ms Laird**: The event was attended by some of the careers advisers from the service in Northern Ireland and some

schools. On the back of it, a couple of my colleagues gave a presentation to EGSA so that all its staff could be briefed on what the Open University has to offer and how it operates. As for attendance, we would have liked to see more people there from the Careers Service and from the schools. We still need to do work in schools to encourage engagement with us. By attending events such as the UCAS one, which runs annually, we have managed to engage with some of the careers staff there. We also go to the Options event, which is run in Methodist College every year, to engage with the teachers who come with the pupils and to get them to think of alternative options.

710. We are looking to organise a further event at a different time of day. Teachers are sometimes reluctant to attend events outside of hours, and the timing of our event perhaps did not work as well as it might have. We will try something else. Today, in fact, one of our colleagues is at the South Eastern Regional College and sharing information with them.

711. **Mr Simon Gregg (The Open University)**: We have been out and about in schools as well. We have been at events in Ballyclare High School, Banbridge Academy and Dungannon college, and we will be represented at the Northern Ireland Schools and Colleges Careers Association conference next week at the La Mon Hotel. We are always out talking to people and trying to raise awareness of the OU as a viable option.

712. **Ms Laird**: During September and October, we had 18 library events in all six counties in Northern Ireland; we have hit them all at some point.

713. **The Chairperson**: Nevertheless, the image of the OU is not as strong as it ought to be. As Marina said, when people know what you do, they say how fantastic it is. You are ahead of the game in many respects. I meant what I said when I was talking to the other two universities that I would like to see engagement between the three of you. I do not think that we are getting a strong enough message out there yet — a point that the Deputy Chairman made.

714. **Ms Laird**: One of the ways in which we might be able to move forward on that is through work with the higher education strategy and the widening participation strategy, because I think that we are all going to be pulled in there to work together. There is a tremendous opportunity in the widening participation to access strategy if the Department is looking to raise aspirations across the board as a higher education focus, as opposed to a Queen's/UU/OU focus.

715. **The Chairperson**: I do not want to interrupt with my colleagues coming back in, but I am just strengthening the point that Tom made. It is no criticism, but there is work to be done and we need to do a wee bit of communication.

716. **Mr F McCann**: Like yourself, Chair, most of what you read and hear about the Open University is good, but I ask that you look at the geographical spread when you are holding meetings because not many people from where I live will go to Banbridge or the north coast to take part in conferences. That is the key in trying to convince people to go.

717. How many people from the North tap into the Open University for courses? I think that there was a clear difference in the first two —

718. **The Chairperson**: Fra, you are still on board, but what sort of numbers are you dealing with in Northern Ireland?

719. **Ms Laird**: Our out-turn in Northern Ireland last year was just over 4,000.

720. **The Chairperson**: That is excellent.

721. **Mr F McCann**: The second question was — I forget. *[Laughter.]*

722. **The Chairperson**: I can interrupt, and you can a think about it for a week, Fra.

723. **Mr F McCann**: Just remember that in the Assembly some day. You heard both presentations, and there was a clear difference in how each came across. In one, it seemed as if we were being lectured on how things were being done;

the other was a conversational process. However, each laid out where they are with careers. Picking up on that, where do you see yourselves as different in offering careers advice?

724. **Ms Laird**: The difference for us is the different student cohort. About 7% of our students are sponsored by their employers. Therefore, they are up-skilling in some way and perhaps do not have a higher education qualification to start with. They are doing something that is linked to their professional development and employment.

725. At the other side, we have people who are unemployed or low earners. Therefore, about 47% of students get some form of support with their fees; some because they are on a low income and some because they are on benefit and not earning. That enables people who perhaps did not have an opportunity at an earlier stage in their lives to engage with higher education and to move forward. However, I think that, at the moment, 17% of our students are between the ages of 18 and 25. That is a bit of a swing from where it would have been when we started, which, again, is about awareness raising with younger people.

726. **The Chairperson**: If Fra will forgive me for interrupting, you do a lot more on telephone support for careers advice and you have an expertise in that. You also do things for people looking for guidance and module choice. There is a much more interactive bit, and I think you are better developed in that than maybe other folk. I think that was the point that Fra was making. Tell us a bit more about that.

727. **Ms Laird**: There are a lot of online resources now for enquirers to engage with to see where they are going. Once they have gone through that, they can engage in a dialogue. Their location does not matter, although in some cases, we do need to get out to engage with them to make them aware that we exist. Once they do that, however, there are so many resources online that they can engage with; they can then talk to the likes of Marina or Simon to get advice on a pathway forward.

728. **Ms Lennon**: An enquirer who rings the office in Belfast will get somebody at the end of the phone who may not be a qualified careers adviser but who will have enough skill and understanding to steer them on the information that they need now or on whether they need to make a referral. In other words, in other universities, you possibly do not get that at admission stage. However, because we work differently and have a more holistic view and a broad range of students, we approach things differently. You are right: the telephone is probably the main way in which we communicate, although, increasingly, when students are on courses, we e-mail and have online guidance tools. At present, we are running a careers forum on work experience and volunteering. That is part of the Open University world in the UK as a whole. However, all the nation regions, as we call them in the OU — Scotland, Wales and Northern Ireland — will have inputs into that. Specific advice is given to students who might come forward. We are using ways to interact with our students that are very different from going down to the student guidance centre at Queen's University, where there may be a higher presence of staff than we have.

729. **Mr F McCann**: There are a number of neighbourhood renewal partnerships across the North, whereby groups of people come together from the business, education and community sectors to deal with areas of high deprivation and poverty. Many of them view education as being the best way to take people out of poverty and deprivation. Do you approach those partnerships? Does the Greater Falls Neighbourhood Renewal Partnership Board, for example, feature high on the list for the Open University? Does the Open University explain its work and what it has to offer?

730. **Ms Laird**: We have a community partnerships programme. In fact, a cohort of students has gone through one of our access modules in the

Falls Women's Centre. We have done similar things in Ballybeen, to which you referred earlier. It has just clicked with us why you specifically picked on that. For a few years, we worked with a group of students in St Gemma's High School in Belfast, but sadly St Gemma's is no longer there. We have just received some donor funding to support a similar programme to replicate what we did with those young ladies in St Gemma's.

731. **Mr F McCann**: It may be that you need to go to those neighbourhood renewal partnership boards because they can open up many of the areas that you are talking about.

732. **Ms Laird**: I hope that that will be picked up through the implementation of the Access to Success strategy.

733. **Mr P Ramsey**: I agree with the Chair that this gives the Committee a different perspective on how to approach various issues. Some of Fra's points are also relevant. Will you share with us the stats on the number of students who are enrolled, by constituency, in Northern Ireland? I would like to see the enrolment mapped.

734. It is interesting that 47% of students receive support. Who subsidises the subvention to students? I am very keen —

735. **The Chairperson**: Please answer that question, and please state what fees you are talking about.

736. **Dr Morton**: I will deal with the constituency numbers that you asked for. Unfortunately, we do not have enrolment numbers by constituency at present. However, I am working on that in collaboration with our information office in Milton Keynes. We have enrolment numbers by postcode, but that would require an entire mapping exercise to take account of political boundaries. We hope to have numbers by the start of December, and I will pass them on.

737. **The Chairperson**: That will do fine. Now there is the issue of fees and support.

738. **Ms Laird**: Currently, the Open University in Northern Ireland is still funded directly through the Higher Education Funding Council for England (HEFCE) and through the university centrally. A process is under way to transfer the funding so that the Open University in Northern Ireland will be funded in the same way as the other universities here, which is through the Department for Employment and Learning (DEL). However, financial support for students currently comes through HEFCE.

739. **The Chairperson**: So the funding does not come out of the Northern Ireland block grant. It does not come from DEL.

740. **Dr Morton**: No, but by September 2013, it will be transferred to DEL and will come directly to us rather than going through England.

741. **The Chairperson**: So that is the funding mechanism. What level of fees are we talking about?

742. **Mr Gregg**: For a 60-credit module, which is the equivalent of half a full-time year at a brick university, it costs £735.

743. **The Chairperson**: What does that work out at?

744. **Ms Lennon**: The full-time equivalent is about £1,500 a year in Northern Ireland.

745. **The Chairperson**: To benchmark the figure, that is as opposed to £3,500, if you were a student in Northern Ireland.

746. **Mr P Ramsey**: This is an inquiry into careers to ensure that the right information is given future generations. The Department of Enterprise, Trade and Investment will say that, in the greater Belfast area, for example, the next generation should work in financial services and banking, and it is trying to focus on inward investment on that area in particular. In the north-west, it could be said that the focus is on IT and knowledge-based industries. If an employee comes to you and says that he or she is struggling but wants to enter third-level education, what do you suggest to that individual? How do you kick-start a conversation?

747. **Ms Lennon**: You are talking about someone at pre-entry stage who wants to engage in higher education but has no career focus. We do not undertake much pre-entry guidance at present because we simply do not have the resource. We try to help such people as best we can and explain our range of study. Such students tend to fall into certain areas. Usually, we would look at areas such as science and technology, and also business and computing, where we understand that there is a clear vocational and skills need in the economy. Many students who come to us without previous higher education experience are aspirational. They want to improve their education levels, and sometimes they need that support. We should probably build greater links with the Careers Service until the OU gets the resource to offer pre-entry guidance. Students need that service because we cannot currently offer it in depth.

748. **Mr P Ramsey**: Is there a formal link with the Careers Service whereby you work collaboratively to achieve goals?

749. **Mr Gregg**: We would like that to happen.

750. **Mr P Ramsey**: Is it not happening at present?

751. **Ms Lennon**: Perhaps it is not articulated as specifically as that. We would like to be able to make referrals. As Heather mentioned, the younger students will typically be 20-plus by the time they come to us, so they will have been out of education for a few years and perhaps realising that they might want to avail themselves of it again. They have no idea about where to go and how to proceed on the matter of where their study might lead them. Once they are studying a course with us, our services kick in, but, pre-entry, we are not resourced to be able to deliver anything at the moment.

752. **Ms Laird**: We can give them educational advice that is not specifically linked to careers.

753. **Mr P Ramsey**: You are an all-Ireland body, but you are a sister body of the Open University in Britain. Are there any models of good practice on careers advice in Wales or Scotland that could assist the Committee in its inquiry?

754. **Ms Laird**: There is a good network of careers advisers throughout the university. They meet and work together, including with their professional colleagues.

755. **Mr P Ramsey**: I am happy for you to reflect on the question. If you think of something, you could put it through the system.

756. **The Chairperson**: I was struck that you list, as part of the services that you provide:

"an individual careers interview by phone, email or face to face".

757. I am wondering whether you are getting close to videoconferencing now that people have face-to-face facilities on their iPhones, and so on. There is a benefit to face-to-face contact, but with technology, you do not have to be in the same physical location. How effective is distance engagement for giving people advice?

758. **Ms Lennon**: When students talk about studying in general, they say that it would be great to go to a tutorial. Sometimes, that does not fit into their lives, and they do not even turn up. Geographically, we cannot offer face-to-face contact to everyone, but we can usually offer a 30-minute conversation. That could be at lunchtime when an individual is at work, or it could be in the evening. We are trying to meet students when they are available. Many of our students have other commitments. Some might prefer face-to-face meetings, and I do those occasionally in the Belfast office if somebody requests it. However, if somebody is 30 or 40 miles down the road, I tell them that we can offer some help and support by phone just as easily as face to face. It is the same sort of conversation. The student will not see me, but I can still map out what the guidance and intervention are seeking to do, explore issues with the student and give pointers to him or her on how to move

forward. Some of our students go to residential schools, which are not —

759. **The Chairperson**: You have expertise that needs to be shared, such as telesupport and online forums. In the future, all universities will be like the Open University. You may have to consider that for your future, but given the costs and the need to engage with people, you can do it only in electronic format and by distance learning. You have much to offer. Your response refers to a more detailed explanation of services and their limitations for prospective students, led by the head of the careers advisory service. Do you know what I am talking about?

760. **Dr Morton**: Yes, that is the careers advisory service in Milton Keynes.

761. **The Chairperson**: When will we see that study experience programme? Will that give us some insight into what we are trying to do here?

762. **Ms Laird**: Are you looking at the work that we are doing centrally?

763. **The Chairperson**: I am reading from the response at paragraph 2.1.1:

"Prospective students and students on The Open University-validated courses are entitled to selected services."

764. **Ms Laird**: A new study experience programme is being developed at present. The university has had to change its approach because of changes in the English funding regime to enable students in England to qualify for a loan for part-time study. So there is quite a focus now on qualifications, but, linked to all that, a study experience programme is being developed —

765. **The Chairperson**: What is a study experience programme?

766. **Ms Laird**: It looks at the entire student journey, the interventions that we make during that journey and how the students are supported from start to finish.

767. **The Chairperson**: Do you know when that will be concluded?

768. **Ms Laird**: I am going to a briefing on Friday morning.

769. **The Chairperson**: Time is of the essence, but the Committee is interested in that. You might let us know what that looks like, because the student experience is important.

770. Your response mentions an employer showcase on your website and an online vacancy service. Tell me a wee bit about engagement with employers.

771. **Ms Lennon**: We could probably have more in Northern Ireland. The central focus is that employer engagement in the OU comes in many different ways. We have corporate people who look at developing personnel in companies, and we need more joined-up thinking in the way we approach employer engagement because we are coming at employers from different angles all the time. Perhaps we need to go in with one conversation and mention the other aspects of what we are doing with, for example, students, vacancies, and so on. As an institution, we need to work on that more and —

772. **The Chairperson**: You need to do more with your online facilities. The witnesses from the University of Ulster and Queen's talked about employers showcasing their jobs through videos. I am convinced that that is where people go, but you need more focus on it, or at least I want to see more from you on it. If it is not inappropriate to ask you to do that, I want you to reflect on it.

773. I am interested in your careers advice. Your response states:

"Registered students can request information, advice and guidance covering all aspects of career planning and job seeking, including help to recognise and develop skills valued by employers."

774. What employers look for is vital. How do you tell students what employers are looking for? Is it a training module or something?

775. **Ms Lennon**: At the moment, the employability strategy and the careers dimension to it works more specifically

with the faculties. We have to have a conversation. The faculties have the key to how they deliver their courses, the materials to embed in them and the way that students work through the courses from the employability perspective. We need to talk to the faculties to find out how they want to approach that. The faculties — such as health and social care, which is very popular in Northern Ireland, and our foundation, or level 1, health and social care module is one of the most popular that we offer — may decide that they want to embed a lot of employability issues and that sort of agenda in that module. That is how we work at the moment. As a service, we cannot go off on our own; we have to work with the academic areas to see what buy-in they want to bring and how they want to target their resources. Heather may want to add to the curriculum support service —

776. **The Chairperson**: She can deal with this point as well then. Your response states:

"The Graduating to Success strategy emphasises the need to direct enrolment activity at those already in the workplace".

777. There is material there that Fra and others will have picked up on. You are teasing me with a load of good things that you may want to do here, but I need to know how it works in practice.

778. **Ms Laird**: Marina referred to health and social care. We have a partnership with UNISON under which some students study the health and social care foundation module. Some of those students move on. They may be healthcare assistants or work in the health sector in some shape or form, but some of them will progress to do the pre-registration nursing programme. There are practice-based modules in that type of qualification, whereby while those students engage with the academic side, they also develop the workplace skills that they need. That is its work-based aspect.

779. The engineering programme is topped and tailed by the professional skills that engineers need. It is recognised that some of them will, as you say, go down different routes to project management, finite elements analysis or crawling up ducts of fans or whatever. As the faculties write their modules, they will look at the requirements of the professional bodies and the skills that people need to work in those professions, as well as the academic knowledge that they need. Much of it is about the outcomes from the learning in some of the different modules.

780. **The Chairperson**: We could talk about the creation of attractive subject areas, but the real focus of our inquiry is careers and career choices. I will conclude on this point. It seems to me that the Open University's perspective is different and useful because of the demography of those who are applying to it. Were we to seek to change activity around here, we can look to things such as Open University online forums that are moderated by careers advisers. How does that work? You talked about the Educational Guidance Service for Adults and wanting to tie up with it more. How much influence does EGSA have, and how does that work? Your overall approach is to try to get salient information to people so that they consider education to be a good thing — not just general education but relevant education that may also lead someone to a job. We could learn more from what you are keeping as a well-guarded secret. I am offering you a forum to come back to tell us what it is. Will you deal with those final points, please?

781. I mentioned something to Frances, which she might want to consider. We have held a forum in the Long Gallery for other universities. People come along to try to explain what they actually do. With the Committee's agreement, we could have a forum for you, when there is a suitable time for you to do it. I am quite sure that members would be in agreement with that.

782. **Mr P Ramsey**: Very much so.

783. **The Chairperson**: We will book the Long Gallery and host it for you, but you need to come along and explain what you do. It provides a good opportunity for us to

learn because we do not have the time when we are in a formal setting. We can only ask you questions. You need to show us what you do.

784. **Ms Lennon**: We would like to do that.

785. **The Chairperson**: That would be one of the outcomes of this session. Finally, I would like you to deal with the online forums moderated by careers advisers and your relationship with EGSA.

786. **Ms Lennon**: Do you want us to come back to you with that?

787. **The Chairperson**: It is up to you. We have got through a fair bit today. I invite everyone here to review the Hansard report and to select the elements that the Committee was interested in and perhaps give us a genuine, more focused approach on what we should do next. I do not mean this unkindly, but we do not need a regurgitation of the strategy or the prospectus, and all the rest of it; we will take those as read. This is genuine. Tell us what we should be doing for our young people and, indeed, all our people. We need to be able to give them the advice that they need, tell them what they should do in a job and the skills that they should learn. Will you tell us how to do that and how to have an input? I will leave it at that.

788. Thank you for your interaction. I hope that we did not ask too many questions that you were not expecting. We would like to hear back from you on some of the points.

5 December 2012

Members present for all or part of the proceedings:

Mr Basil McCrea (Chairperson)
Mr Thomas Buchanan (Deputy Chairperson)
Mr Jim Allister
Mr David Hilditch
Mr Barry McElduff
Mr Pat Ramsey

Witnesses:

Mr Justin Edwards	*Belfast Metropolitan College*
Mr Paul O'Connor	

789. **The Chairperson**: I remind members that this session is being recorded by Hansard. Back to you again.

790. **Mr Justin Edwards (Belfast Metropolitan College)**: Thank you very much, Chair. I will give a succinct overview of the college's submission to the inquiry about careers advice and guidance.

791. **The Chairperson**: Before you get into it, we have had a number of papers from you, Colleges NI and whatever it is. There is a fair amount of repetition, not that that is necessarily a problem. I am not interested in the usual blurb about the good stuff; I really want you to tell us about the messages that we need to get across about careers. Is careers advice working? Who is taking the strategic lead and telling our people what they should be looking at? I really want you to focus. By all means, make your opening statement, but, when I get into it, I want to know more than just the normal talk about what you do. I want you to talk to me rather than lecture me.

792. **Mr Edwards**: I will make four brief points. To answer your opening question, careers advice is working but probably not well enough. My four points will unpick that. There is a duty of care to make sure that young people who make decisions at 14 have independent advice from all the sources that they seek and that that advice is linked to where the economy is today and, importantly, what qualifications and skills pathways lead to it. There are challenges in working with the post-primary sector. I would like to make the Committee aware of something that we are trying to do. I invited all the schools from the greater Belfast area to come to this campus on Friday to participate in a round table with their teachers, particularly their STEM teachers, industry and our industry links. I was expecting a few; I now have 40 schools, 100 teachers and 70 companies —

793. **The Chairperson**: When is that?

794. **Mr Edwards**: This Friday in this building. I invite anybody from the Committee to see that in action. We have termed it "speed dating". In other words, it is getting science, technology, engineering and maths teachers to talk to industry about its skill requirements, what industry needs, how career progression happens, and the kind of skills gaps that they are seeking. This afternoon, after leaving the Committee, I will talk to careers education advisers in schools to make them aware of vocational qualifications and pathways, including foundation degrees. The college is trying to do its part to raise awareness with school teachers so that young people are better informed.

795. The second thing is about the integration and better use of data. The best way I can describe it is that there are data chasms between different areas of the education community that make it harder to lead young people in particular and adults easily through current labour market information. A website called Skills Development Scotland is a very interesting portal that provides local labour market information in real time linked with course opportunities. You can search for computing by city, and it will bring up

all the courses offered by community colleges, further education (FE) providers, higher education providers and training providers in that region. It links to the employment opportunities and employment dataset that come through. I would love a tool like that in Northern Ireland; it would be a great help to the college, my careers advisers and the young people and adults who study my courses.

796. Third is the professionalisation of the careers service. In our college, we have a highly professional workforce, the MATRIX award, and people trained to postgraduate level qualifications. That should be standard across Northern Ireland: careers advisers who are able and skilled at providing careers advice and guidance to young people and adults in their progression, with a full awareness of what is going on with qualifications.

797. If you look at the NI Direct website, for example, in the careers advice section, if you click on the higher education link, it tells you nothing about the entry of higher education into the FE colleges or about foundation degrees directly on the front page. Our services there perhaps are not as joined up in providing advice and qualification.

798. My fourth and final point is about the entitlement framework moneys. I am sure that the Committee is aware that the money for the entitlement framework will be withdrawn. We have a significant engagement with schools, particularly with 14- to 16-year-olds, which brings them into the colleges and exposes them to the curriculum and to teachers. Remember that college lecturers have to, by policy, have at least three years' industry experience. That is some of the best careers advice; when they come in, have a hands-on experience of the area and also get talking to a lecturer who has had industry experience and who can give the reality of what it is like to work in industry, what skills are required and what relationships you need. That is a risk with potentially unintended consequences. I am trying to keep relationships with schools alive so that we share information about what qualifications lead to employment in this economic time.

799. Those are my four points.

800. **The Chairperson**: That is really useful, Justin.

801. **Mr P Ramsey**: Your initial comments were about the duty of care towards young people. Many would argue that 13 to 14 years is a very vulnerable age. What engagement is there with the parents of pupils at that age? We listen to various presentations, and much of the time, parents make a choice for children that may be wrong.

802. **The Chairperson**: Good point, Pat.

803. **Mr Edwards**: I can tell you what we are doing in the college and then what we plan to do. I will give some examples as well, which are important.

804. On the second Saturday in February, we invite parents, students and potential applicants into the college to understand what qualifications we have. That is having a certain impact, but we are not getting right out there in promoting awareness among parents, particularly of level-3 qualifications, of what the options are.

805. For example, the college offers 200 fast-track A-level places every year. That is, A-level places specifically for students who perhaps did not obtain the grades for entry into university or who are changing their pathway in their A-level options. Those 200 places are limited, and this year, we received 1,012 applications for them. In that very high demand situation, I personally brought the parents in. I invited parents and students in and I felt that I was giving careers advice on the fly. I was giving the options about progression to foundation degree and national diplomas as alternative routes. Leaving the hall that day, 60% of the parents and young people chose alternative options rather than going forward to A levels.

806. The advice is not there and marketing does not do it; you have to get in front

of those people. We go out into schools; we meet in schools. However, we do not get out into every school; we do not get out into every home about what the options are, particularly for choices at 16.

807. **Mr P Ramsey**: Does the Department of Education or the Department for Employment and Learning (DEL) send careers guidance people to the colleges? Do they give up-to-date advice?

808. **Mr Edwards**: It is my understanding that careers advice from DEL is available. Impartial advice is available through the centres and awareness materials, and information and people are sent to the schools on its behalf.

809. Although that is very useful, sometimes parents want to talk to the subject specialist; they want to talk to the person who will teach the course and who understands it. It is beyond basic careers advice; it is understanding the subject as well. As a college, it is important for us to get our lecturers out there and say what is relevant to the industry; here are the things that you study and the things that you should get involved with.

810. **Mr P Ramsey**: Surely there has to be a much more coherent and consistent approach on careers advice rather than you, seemingly, giving it on the hoof.

811. **Mr Edwards**: I agree. There are gaps in the coherence and availability of information, particularly with regard to 14- to 16-year-olds.

812. **Mr Paul O'Connor (Belfast Metropolitan College)**: That is a critical issue. To build on the information that Justin has given, operationally, as part of our admissions process, we have pre-entry information, advice and guidance sessions for all students who apply for courses in the college. Those sessions are open to parents and to anyone who wishes to accompany the students. They are specifically designed to give individual students information, advice and guidance on a course and its modules, where a course will take people and the progression routes.

813. In addition, the college is very proactive across many of its curriculum areas in inviting parents for parents' evenings. We have realigned some of our open days. For example, last year, we had an open day in Titanic Quarter on a Saturday, which gave parents the facility to attend.

814. We are very focused on careers information and on advice and guidance in setting up systems and procedures that are open and deliverable not only to students but to parents.

815. **Mr Allister**: You unfavourably contrast what we offer with what Skills Development Scotland offers. Tell us a little more about that. Who hosts it?

816. **Mr Edwards**: It is a government initiative and service. I believe that Skills Development Scotland is an independent body; it may have been set up as a non-departmental public body. I do not know the fine details; I just know of the service from having accessed and used it. On the web portal, it links to the labour market national statistics database and it feeds through. However, it is very user-friendly, so it also has career-planning tools. It has sector information, so it has the latest information about skills needs in the energy sector or the creative service industries sector. You can also filter information from colleges and universities. I could type in "computing, Dundee", and it will bring up all the courses in the Dundee area within a 10-mile radius offered by the universities of Dundee and Abertay and the colleges — Dundee College and Angus College, for example — which supply, at what level and entry, and it gives future contacts. It is through a single portal.

817. **Mr Allister**: Have we nothing like that?

818. **Mr Edwards**: I have nothing like that for accessing Northern Ireland information. That single portal is very useful.

819. **Mr Allister**: Is that a model that we could adopt?

820. **Mr Edwards**: It is the model that we should look at.

821. **Mr Allister**: Presumably it is funded by the Scottish equivalent of DEL.

822. **Mr Edwards**: Yes. It is funded by the Scottish Executive.

823. **The Chairperson**: We will have a look at that. I have a couple of points with regard to your paper, which is on page 47 of the members' pack.

"Industry in Northern Ireland is based on a small business economy; small employers are willing to provide placements but are increasingly reluctant to do so because of the ... costs of funding the required insurance cover"

or the economic circumstances.

"Creative methods of supporting employers with this increased cost need to be found"

Can you tell us a wee bit about that?

824. **Mr Edwards**: Certainly. The paper was submitted with the Youth Employment Scheme (YES) clearly on the horizon and the opportunities that it presents. We recognise the value of that programme for engaging with employers in future. We are challenged in finding suitable paid work places in certain industries. For example, the IT industry will not pay for work places for internships in our careers academy, whereas the business and finance industry will.

825. **The Chairperson**: Run that past me again slowly.

826. **Mr Edwards**: The careers academy is a scheme that the college operates to get 16-year-olds with level 3 qualifications in particular placed on a summer internship in industry. We have the business and finance one here, where we work with Santander, Citibank, etc, and they will fund internships; they will fund those places and pay the students a wage for that summer work experience. However, the ICT industry is not so forthcoming with paid opportunities. It offers voluntary work opportunities in some cases; in others, it is really challenging to find work placements, particularly in small, innovative, niche IT companies where we are trying to get that exposure. Certainly, with economic —

827. **The Chairperson**: I understand that there is a problem, but you now have the YES programme.

828. **Mr Edwards**: Yes.

829. **The Chairperson**: Does that not provide some support?

830. **Mr Edwards**: The dawn of the YES programme was timely, so, yes, the YES programme does.

831. **The Chairperson**: What is the college's engagement with YES?

832. **Mr Edwards**: The Department has invited all the colleges to discuss with it how to operate the YES programme, which I think is in its very early days. However, the £5,000 employer support element of it has received a great deal of interest, particularly from small industries that are innovative and front-leading and may not be able to afford that initial outlay to scale up their staffing. This is a new opportunity for them to draw down funding and to work with colleges to provide the skills base. It provides a new opportunity for young people in particular to enter the IT and STEM industries.

833. **The Chairperson**: You might consider writing to us on that separately so that we can have your input on it. Given your links with industry, I do not think that the Department on its own can do the YES programme. I am also not sure whether it can be done at the £5,000 mark. What is the one before that?

834. **The Committee Clerk**: Was it £750?

835. **The Chairperson**: There is a work taster placement payment and then there is one —

836. **Mr Edwards**: There is a skills experience one, as well.

837. **The Chairperson**: Skills experience is really interesting from a careers point of view. Anyway, should you feel so minded, the Committee would be pleased to take a focused paper from you. I do not need

all the background stuff; I just need to know what you think we should be doing on it. I would be really interested in that.

838. You answered Mr Allister's question about the Scottish portal, but you also state in your paper:

"Belfast Met has purchased a 'state of the art' planning system as part of its virtual learning platform".

839. What is that if not what the Scots have?

840. **Mr Edwards**: That is our internal focus. It deals with what we are doing with our own students and their progression pathways to the next level of their education. Unlike the Scottish model, ours does not link to other careers opportunities because we do not have that data set. Therefore —

841. **The Chairperson**: You also state that you believe that your approach:

"could be explored as a shared service for the sector".

842. **Mr Edwards**: Potentially, yes.

843. **Mr O'Connor**: Yes.

844. **The Chairperson**: OK; so, we will maybe deal with that in the Scottish thing. It may be useful to get that information in black and white, but members who are interested may need a little demonstration of what it looks like. You may want to talk us through that at a time that is convenient.

845. **Mr Edwards**: I am happy to do that.

846. **The Chairperson**: I guess that my final point is, I suppose, on a similar vein. In your submission, you state:

"While the Careers Service NI online CEIAG resources are useful they are also limited. Greater attention needs to be given to the presentation format".

847. Would you care to hit the nail on the head for me and tell me what you mean?

848. **Mr Edwards**: The full availability of options, particularly for those at higher education entry or at age 16 to 19, are not clearly spelt out. The further education offers, such as foundation degrees, do not feature as strongly as UCAS applications for higher education. That portal promotes higher education entry through UCAS. You do not enter FE colleges to do foundation degrees through UCAS; you apply directly to us. It is not clear; access to it could be better.

849. **The Chairperson**: On the three points that I have raised, or on anything else in the Hansard report, I invite you — as I have all the other people who have given evidence — to revisit your submission and give us focused information. I do not want to be unkind, but I do not need the guff; I just need you to talk to us and tell us what we should be doing.

850. Unless members have any other points to raise —

851. **Mr P Ramsey**: No.

852. **The Chairperson**: — my one final point is that the recurring theme in all this is that you are doing a lot of "how to". You are teaching students how to do CVs or how to do this, that or whatever. However, there seems to be less emphasis on why or on the strategic vision for Northern Ireland. Nobody is really saying: here is where the future is, and you should be positioning yourself to get that degree. The best way I can characterise it is by saying that it is a bit like somebody coming to you to say that they do not know what to do. You would ask what they were interested in and they would tell you. They might be interested in this; they might be interested in that. You could tell them that they could do this or that. We need a more strategic overview to say: this is the Programme for Government or the economic strategy, and these are the skills shortages. It is not enough just to put the labour information out there and let the students work it out for themselves; you need to be more proactive. I realise that there is a certain amount of heresy in that. We say that you will provide a service to the students. I think that, from time to time, you need to just tell people where the opportunities are. Do you have any views on that?

853. **Mr Edwards**: I welcome that. It attaches back to a point made in Damian's presentation. The college does have a curriculum strategy; it is on our website. We have identified only seven areas that will be our growth areas; everything else will either be stabilised or not taken forward. At the forefront of those areas is digital media, ICT and creative digital. Through our marketing and the information coming from the college, we are taking a lead in the seven areas where we want growth. We are actively promoting that. Those seven areas link to the Programme for Government and the economic strategy. That all links back —

854. **The Chairperson**: The trouble is, we could talk all day about this, but we have other people to come in. Would you care to reflect on the point that I made and try to find a way of directing us in a succinct paper? I am looking for more joined-up and/or strategic leadership. It is good that you are responsive, but I want you, or somebody, to lead. You are as good a set of people as any. Will you have a look at that and see what you can do for me?

855. Paul, you have been sitting there nodding. Is there anything you need to add or want to say in conclusion?

856. **Mr O'Connor**: To touch on your comments, we have realigned the college's careers information, advice and guidance. There are four elements to it, and we have realigned that with our employability strategy. You will see evidence in the building of what we are trying to do to bring young people in and align them to career opportunities in relation to what is happening in the wider world. I fully take the point that we could be more strategic in what we are doing and take a lead. However, with its information, advice and guidance strategy, the college is being proactive in dealing with the upcoming challenges.

857. **The Chairperson**: That is great; I am not being critical.

858. **Mr O'Connor**: I accept that.

859. **The Chairperson**: I am just saying that we have to wade through all these papers; we got them from everybody. To be honest with you, you get repetition and the statement of the obvious. That is not what we are about. We really just want you to tell us what your frustrations are, what we should be doing about it and how you would do it if you were in charge. We just need to get straight to it. I want meat on the bones. I am giving you the opportunity to come back and do that. Understand that the Committee, and the entire society, would be very grateful if you would do a bit of plain speaking to us.

860. Thank you very much indeed for your submission.

5 December 2012

Members present for all or part of the proceedings:

Mr Basil McCrea (Chairperson)
Mr Thomas Buchanan (Deputy Chairperson)
Mr Jim Allister
Mr David Hilditch
Mr Barry McElduff
Mr Pat Ramsey

Witnesses:

Mr Justin Edwards	*Colleges Northern Ireland*
Mr Gerard Campbell	
Mr Les Myers	
Mr David Smith	

861. **The Chairperson**: I invite Colleges Northern Ireland to the table. I remind Committee members that the evidence session is being recorded by Hansard.

862. You said that there will be a bit of repetition, but perhaps that is to be expected. We are interested in finding out what needs to be done, and we want a dialogue rather than the usual presentation. Gerry, will you introduce the team?

863. **Mr Gerard Campbell (Colleges Northern Ireland)**: I am the chief executive of Colleges Northern Ireland. You have met Justin Edwards from Belfast Metropolitan College. We also have Les Myers, who is the senior careers manager in the North West Regional College, and David Smith, who is the learning director in the South Eastern Regional College (SERC).

864. You will pleased to hear, Chair, that we will not go through any detailed pre-submission but will use the opportunity for a question-and-answer session. Some of the issues that Justin and Paul O'Connor emphasised in their presentation and question-and-answer session are issues that we will aim to get into dialogue about with the Committee now. That is the process that we suggest.

865. **The Chairperson**: Excellent. We will go straight into questions.

866. **Mr P Ramsey**: Presumably, Colleges Northern Ireland has a very consistent approach to careers, and I am genuinely keen to hear about its formal approach to the primary and post-primary sectors. Is it consistent throughout all the areas? Where can we improve to try to attract more younger people? The Committee looked very extensively at that during the people not in education, employment or training (NEET) inquiry and made very serious recommendations. We know that colleges in Northern Ireland play a huge and vital role in ensuring that young people are not NEET, but we also have to ensure that, at a younger age, they go down the right path when they leave school. Therefore, what is your approach to the primary and post-primary sectors? Is that linked to the career guidance approach of the Department for Employment and Learning (DEL)?

867. **Mr Gerard Campbell**: I will kick off, Pat. There is a reasonably consistent approach across the six colleges. The journey that they have been on over the past five to six years after being merged into the six regional colleges means that there is a lot more consistency of approach in how they engage with the primary and post-primary sectors.

868. Justin mentioned the entitlement framework in his earlier question-and-answer session and the danger with funding being reduced for schools, particularly where we have made some real progress over the past number of years. We have to engage with young people in the cohort between the ages of 14 and 16 and give them the opportunity to experience what a vocational pathway means. They get the opportunity to engage in the colleges, use the world-class facilities and engage with lecturers who have built up that business experience. That is probably

stronger in some colleges than it is in others, and some of my colleagues will come in on that point. The consistency of approach is important, and, at the moment, there is no seamless transition of careers advice through from schools to colleges, to DEL's Careers Service, to employers and to universities. Justin gave the example of Skills Development Scotland, and we now need a one-stop shop for the individual, whether that be somebody from a disadvantaged background at the age of 14 or 15 or somebody who is thinking about going into university or on to a foundation degree programme, so that he or she can see the real opportunities out there and how those link to employability.

869. **Mr David Smith (Colleges Northern Ireland)**: There is a real issue around colleges being seen to poach students. Schools might be nervous about inviting in colleges to talk about vocational options, and that is understandable. If we are talking about pupils aged 14 or younger, perhaps what all those who have opportunities, routes and qualifications to offer need to do is say honestly what those routes are, where they lead and how many people get jobs. For some people, that might be through schools. For others, it might be training organisations. For others, it is colleges. However, we have to do it honestly.

870. **Mr Justin Edwards (Colleges Northern Ireland)**: I will try to avoid reiterating what I said earlier. There is an obsession with qualifications. Qualifications are not the endgame. The endgame is employment and opportunities. What we have to do is get careers advice in all its guises — be it from us, Careers Service or what happens in schools — to start to look at the labour market intelligence and filter that through to ask what the right qualifications are that lead to those career opportunities in the current marketplace. I have already spoken about Skills Development Scotland, and we have looked at the Australian system, with the tapes. Australia is very tied into developing qualifications for local industry and employment needs. The system is seen not as the conduit to qualifications but the conduit to employment. The careers advice is in and around that. There is something to be said for having in that space a strategic tie-up between all the relevant bodies to think more creatively.

871. **The Chairperson**: The danger, Justin, in coming up with ideas is that people will always come along and ask you more questions about them. What we really look for in a submission is what you would want us to do. Nowhere in the paper have you mentioned the Australian set-up. The opportunity is here for you to tell us not what should be done but how we should go about doing that. What changes do we have to make? What are the roadblocks? Be brutally honest. There is a crisis out there, particularly for our young people, and our pontificating is not going to fix it. We need to know what we have to do.

872. Pat, I am quite happy for you to come back in, but Jim has indicated that he would like to speak. I will bring you back in in a moment. Given that we have a diversity of people in front of us, I am quite happy to have an interactive discussion.

873. **Mr Allister**: I want to explore with you whether kids are falling through the cracks between the careers advice schools provide and what the colleges provide. I am thinking in particular of the interplay between colleges and schools. You mentioned the fact that sometimes there is a stand-offishness, because schools suspect that it might be about poaching kids. I think that we all know that some schools are better than others at providing careers advice. You have an outreach to schools. You mentioned in your earlier evidence that 40 schools are coming in. What about the schools that are not responding? Are those schools more than self-sufficient in their careers provision or are they falling below expectation levels and no one is picking them up and forcing them up? Is there a problem there? If so, how can it be addressed?

874. **Mr Les Myers (Colleges Northern Ireland)**: Our linkage with schools is, in fact, by invitation. We offer our services. We offer information. It is the prerogative of the school either to take up that offer or not take it up.

875. **Mr Allister**: Therefore, the school that is lackadaisical about it does not go looking for help or co-operation. It simply stagnates. The 40 schools that engage get better, because there is interplay and co-operation. We must have a sector out there that is stagnating and not doing all that it should be.

876. **Mr Myers**: There is also a refinement of that issue. We can have access to sectors of pupils in schools but not access across the continuum of students. The likelihood of our careers advisers and marketing people having access to those students who have the potential of remaining in A-level streams in a school is drastically reduced, because they are the students who will stay on and be fed into the A-level streams in schools. There is a core issue about young people of all abilities having open and free access to the progression routes that further education colleges offer.

877. **Mr Edwards**: To return to the specific example of the 40 schools, that is the first example of every school in the greater Belfast area engaging with us simultaneously on a particular activity. That activity was driven by the Belfast Education and Library Board, which I believe had a small amount of funding available to the area learning communities (ALCs) to release science teachers for continuous professional development (CPD) so that they could become more aware of what skills industry needs.

878. I attended the meeting at which that proposal was presented to the ALCs. The question was put, "That seems very useful, but what do we do? What is the CPD activity?" At that point, I stepped in and said, "Look, this is the CPD activity that we would like to offer: come and talk to employers in, at and around school." Therefore, if the funding is on the right scale and attached to an activity that really develops understanding, not just among careers teachers but schoolteachers, schools will participate.

879. To come back to the point that David made in his earlier answer, we have difficulty where schools sometimes think about the 16-plus provision and the level 3 provision and are driven by numbers. They sometimes do not consider colleges, because we are perceived to be in a competitive environment. To my way of thinking, we are not in a competitive environment. Let us just get out all the facts and information and let the learner make the choice. If we do not give learners all the information, we do them a disservice.

880. **Mr Allister**: You can understand, however, why a school, to which numbers are important for its viability, would be cagey about a process that could see a haemorrhage of their numbers.

881. **Mr Edwards**: Yes, in the same respect as a further education (FE) college could —

882. **Mr Allister**: Well, does it? Is it a two-way process?

883. **Mr Edwards**: In some cases, yes. You know —

884. **Mr Allister**: Predominantly, is it a one-way process?

885. **Mr Edwards**: In half of cases, engagement is very good, and in the other half, it is not. I think that the —

886. **Mr Allister**: No, I mean as regards student flow.

887. **Mr Edwards**: Is it in a one-way direction?

888. **Mr Allister**: Yes.

889. **Mr Edwards**: The entitlement framework provides a percentage, but a smaller percentage, predominantly. Therefore, yes, it is a one-way flow.

890. **Mr Gerard Campbell**: It is also an issue across Northern Ireland that some schools just do not engage, and

there would probably be resistance to engaging with FE colleges.

891. **Mr Allister**: That is where my question started. As a consequence, are pupils being failed in that regard, or might it be that the provision is adequate for them?

892. **Mr Gerard Campbell**: What happens is that, at age 16, they eventually make their way through to one of the regional colleges anyway. At that stage, they might have missed the opportunity —

893. **Mr Allister**: They do not stay where they are, you mean?

894. **Mr Gerard Campbell**: Yes, they might have missed the opportunity for the previous two years to have had a taster and examples of different vocational pathways, because that linkage has lost.

895. This often works well in practice where personal relationships have built up between senior staff and academic staff in the colleges and schools. There is, however, a non-commitment in some areas and actual resistance.

896. **Mr Allister**: That is because of that tension between the two sectors?

897. **Mr Gerard Campbell**: Yes.

898. **Mr Allister**: If that is to be resolved, how should it be?

899. **Mr Gerard Campbell**: I think that DEL and the Department of Education between them must take this by the scruff of the neck and work it out. Ultimately, the young people are being failed. This is a major issue. Colleges —

900. **Mr Allister**: How do you take it by the scruff of the neck?

901. **Mr Gerard Campbell**: I think that the Departments and their two Ministers need to work together for the good of young people.

902. **Mr Allister**: Are you moving toward compelling schools and colleges to co-operate on careers?

903. **Mr Edwards**: I think that that is a potential solution.

904. **The Chairperson**: You could pick up on the fact, as you do in your paper, that you want an independent careers service.

905. **Mr McElduff**: Chair, just to add to that: is there to be a "new legal duty"?

906. **Mr Gerard Campbell**: That is the road that is being gone down in England.

907. **The Chairperson**: That is the English model, but there is an issue here. Sorry, Jim —

908. **Mr Allister**: No, I was just teasing that out a wee bit.

909. **The Chairperson**: There definitely is an issue. You will think that I am chiding you, but I repeat that there is no point in sending me through papers that give me the same old guff about what you do and how many people you have got. If there are issues, we need to get them on the record so that we can sit and talk about them. That is why I invite you to write back. I would say the same thing to the universities if they were listening. I want real input. I do not want to read, "Here is what we are doing. It is all going terribly well, and if you ask us, you will not be able to get us wrong." I want to know what the issues are —

910. **Mr Allister**: We have the monopoly on guff.

911. **The Chairperson**: Exactly. *[Laughter.]* I am glad that you could come in after 'The Nolan Show'. We all had to listen to you on the way in.

912. **Mr P Ramsey**: For half an hour. *[Laughter.]*

913. **Mr Allister**: There is always a knob.

914. **The Chairperson**: You are right, and most of us used it, but anyway.

915. The point is that we see you as professionals. We see that there are certain elephants in the room that are not being tackled. I have to say to you that many of our top schools will not look at FE colleges or the other qualifications that you offer as suitable for all but their weakest pupils. We need

to address that. You need to say it, get back in and do it.

916. Equally, there will be people for whom an academic qualification is absolutely the right way to go, and we need to recognise that as well. A restructuring is needed. We cannot be all things to all people. It is just too complicated to manage.

917. **Mr McElduff**: To be honest, I have a question in the area of the "legal duty". I think that it was covered. Where was the implied criticism? What is not working and where is the resistance, if it needs a "legal duty"?

918. **The Chairperson**: In the English bit, it did say —

919. **Mr Smith**: Perhaps the question is this: what is the point of careers advice? What are we trying to do? Are we trying to get people in to fill courses and classrooms? Are we trying to get them to get jobs, raise their hopes or make them more positive and look at things that perhaps they would not have considered? What is the purpose? Can we all agree what it is about? It is about not just qualifications and courses but jobs and raising esteem. How do we do it? Ask us, or any education provider, whether we know where all students go, what job they get if they get a job and how much they are getting paid. We know a lot, but we do not know the detail. To be able to answer that, and to say it to young people and parents, would take us a long way. That is my tuppence worth.

920. **Mr Allister**: Is that not monitored?

921. **The Chairperson**: Not completely.

922. **Mr P Ramsey**: It is the same as NEETs.

923. **Mr Edwards**: Chair, you made a valid point about grammar schools and selection: the idea of providing, at 16 years, information for high performers. However, beyond 16 — at 18 years — the colleges play another role, which is the provision of foundation degrees. In some cases, we hope that in future, we may be piloting higher education apprenticeships.

924. However, 60% of my applications for higher education come in before the summer, and then I get the other 40%, the late applications, which come in in August. That 40% is often young people who have just missed university entrance by one or two grades. They come from an A-level school provider and had hoped to get into university. They come to me looking for alternatives, whether foundation degrees or higher national diplomas (HNDs). Often, they do not understand because the careers advice was not given to them at 16 and 18, even though they were high performers, that those are other routes, and two-year routes. They can perhaps do their third year BSc or a two-year top-up with the University of Ulster or Queen's anyway. Therefore, we are actually missing another opportunity with those grammar schools. It is not just about 16 but about 18.

925. **The Chairperson**: I might say to you that a lot of the discussion about careers takes place too late. I think that you ought to be engaging with the earlier cohorts, even potentially in primary school. You need to get it into people's minds that there are different issues here. There is an issue about how we make that happen.

926. Certainly, in the holistic bit, someone needs to be thinking about the endgame. It is not just about qualifications — forgive me, but I forget who said that. It is about getting a job. Therefore, you need to know where the jobs are, and the qualifications are then a means to an end of getting that particular job. In the early stages, when people have still not made up their mind, that is the time when you should start to influence them. Colleges and universities have the resources to go and do that, and they should. The point I am trying to make here is that it is not about doing this HND or that BSc. Someone has to say, "This is the job that you might be looking at in the future, and, potentially, that fits in with the Government's economic plan." I am

not trying to stop people who want to do fine art from doing that. If people have a vocation, we should give them the opportunity to follow their convictions. However, in general, when most people are casting around and saying, "I can do anything", someone needs to tell them the right way to go about it. We need to do more in that area, whether it is through a fully independent careers service or whether it is through learned professions, colleges and universities getting deeper and saying, "This is part of our corporate responsibility. It is not about us; it is about them." We need to address that issue.

927. **Mr P Ramsey**: I chair the all-party group on learning disability, and I saw a trigger about that in the presentation from the North West Regional College. The big concern, particularly among parents of children with learning disabilities, is the transition from school, and, at the minute, only one in four of those with learning disabilities secures employment. Could we do better work, particularly with parents, in guiding and steering them on a proper course?

928. **Mr Myers**: I can only speak about the North West Regional College, but we are very fortunate in that we have excellent links through the Western Education and Library Board transition group and transition manager. Periodically throughout the year, at key points, we meet with a group of parents and young people to advise them and highlight the availability of qualifications and progression routes and where those progression routes lead. In general, careers advice sometimes works in reverse: we look at a profession, and then look at the routes that lead to it and bring it back to where the young person is at. That grounds it in reality. We have an excellent relationship with the young people with learning difficulties and special needs.

929. **Mr P Ramsey**: Is that done formally with the special needs schools or —

930. **Mr Myers**: Yes, and it is managed by the transitions officer, who operates on an area basis between the different schools. That is watertight and is a positive situation.

931. **The Chairperson**: I want to pick up on a couple of points from the papers. Point 9 in your submission says:

"Colleges NI recognise that employers do not believe that young people are in a position to make informed choices … A recent CBI survey indicated that only 4 of businesses are confident careers advice is good enough and that 72 think that advice must improve."

932. Will you expand on that? How bad is the situation?

933. **Mr Myers**: On the student's transition from the secondary sector to us, we are now operating, in the FE sector, a semesterised system, and we engage in pre-course enrolment advice and guidance to find out whether the young person who has applied for a course has the correct information about where that course will lead. That, hopefully, will cement the aspiration with the progression. We often find that that is not true. The information that the young person comes in with to make good career decisions in vocational areas is sometimes very weak, and we have to ensure that we open up the broad panorama of courses that is available to them and enable them to make secondary choices. The key document that underpins that is 'Preparing for Success', which is a shared document between DEL and the Department of Education. We would have liked that document to be revised earlier so that more information on careers advice and guidance was put in earlier in a concrete way so that, when they come to make those decisions at transition points, they are better informed about the range of options.

934. **The Chairperson**: We will get a look at that paper. The key point is this: is there a problem? We talked earlier about schools, but to fix any situation, you first have to admit that something needs fixed. So, the statement that you make there is fairly stark. I would like any subsequent paper that you may wish to put forward to identify what you see as the problems with careers advice

and the prospective solutions. I do not mean a wish list that amounts to "We should all co-operate". I want to see something that we should actually do. Obviously, there might have to be a bit of negotiation on that, but, first, it is about establishing that Colleges NI agrees — it is in your paper — with the statement from industry that careers advice is not up to the mark. I am getting nods on that.

935. A couple of other points also came up on this. At point 17, your paper states that, generally, as regards careers education, information, advice and guidance:

"provision is good, well managed and resourced".

936. However, we are also saying that we are not doing a great job in the totality, on the careers bit. So, I suppose that it is saying that you are great but everybody else is rubbish, which is never a great argument to put forward. We need to be real about this.

937. One of the key points that you brought out in your submission is:

"Recording of progression data post 16 … is currently piecemeal and difficult to co-ordinate accurately".

938. **Mr Smith**: When a student leaves where do they go? Who is following up? What is their destination? What jobs are they securing? The collection of that data is piecemeal, in my opinion. We are all responsible for that, and that responsibility goes beyond the colleges as well, but I think that it is piecemeal.

939. **The Chairperson**: So we need to see how we might practically go about that.

940. Another point of concern raised in that part of your submission is the:

"Inconsistency of service from DEL careers service depending on area and staff."

941. **Mr Gerard Campbell**: Again, the service is not consistent across the country. It sometimes really depends on the individual and the work that that person does in developing and building good links with schools and FE colleges. It is just not consistent right across the piece.

942. **The Chairperson**: How would we go about fixing that?

943. **Mr Gerard Campbell**: At the end of the day, we need to communicate better and more strongly with DEL. There needs to be a frank conversation. That must be part of the overall development of the Careers Service, right across the piece. This is one small aspect, albeit an important one, but there needs to be further and stronger conversations between the colleges and DEL about how to link in with the careers and education advice and guidance that is happening in the colleges. We must also try to link in the role that DEL is playing. It is just not consistent across the piece.

944. **The Chairperson**: I agree. I think that we need to bring it to the attention of the Department for its comment. We need to work out a mechanism whereby your properly constructed feedback is included along with that of all stakeholders. A peer review does nobody any harm.

945. Your submission goes on to state:

"Recent research commissioned by the UK College body"

indicates a lack of:

"awareness of vocational options among children studying for their GCSE's at a UK level – with 74 unable to name NVQ's, 81 unable to name BTECs, and 93 unable to name Apprenticeships as post-GCSE options".

946. Is that likely to be similar in Northern Ireland?

947. **Mr Edwards**: I gave the example earlier of parents and young children coming to me at a very later entry stage, completely unaware of the options in both higher and further education, including those for training and apprenticeships. The models that we have are not widely known, despite the best efforts of colleges to promote them through schools. The DEL Careers Service does provide that information,

but it is a matter of making sure that it all joins up. So, it comes back to the same issue of joining that together and looking at the model in Scotland, where all that information is found in one portal and you can make choices based on what is presented to you.

948. **The Chairperson**: OK. I am just saying that I think that there is an issue there, and we might send a letter to the Committee for Education, drawing the issue to its attention and asking what processes are in place in schools to tackle the issue.

949. I note the comment on Ofsted. Colleagues will have noted that Ofsted is doing a thematic review of careers guidance for the British Government. It will report in the summer of 2013. We will find out what the status of that is and find out how it is going.

950. There is a key point at paragraph 32:

"Parents and carers can have the most influence on young people and it is essential that schools provide real opportunities for parents to understand all progression options."

951. What steps are the colleges taking to engage with parents? The point was raised already by Pat. From a general point of view, parents are the people who influence pupils. Good teachers do as well, I suppose, but parents are there. Is there any coherent plan from the colleges to engage with parents?

952. **Mr Smith**: We invite parents in and try to brief them. That is after their son or daughter has made the decision to join a course. Prior to that, probably most young people come in with a parent or guardian. We try to brief them about what all these qualifications are about and what they mean. After they have joined, early in the first term, we write to them all and ask them to come in. We try to explain to them that it is different from school. We stress that you are able to ask questions and to come and say, "What is really happening to my son or daughter? What are all these bits and pieces of the college about? How are we getting on? What if I have a problem? And what if I am not sure that this is the right course for my son or daughter; what happens then?" We try to raise awareness that there are opportunities to change your mind. They made a big leap at 16, and for many of them that is difficult. We tell them what support we have available. We try to talk to parents and make FE less strange to them. They are the taxpayers who are paying for it.

953. **The Chairperson**: There are two specific things that I am interested in bringing up. I am sure that colleagues will come up with others. First of all, you might need to find an alternative way of getting to parents, not just through the schools. You could use the community campus. You should also look at the prospects for the youth employment scheme (YES) project. The colleges should be hosting and presenting the YES programme and encouraging parents to attend. It does not have to be in the college. We need to talk to people about something else. As Justin said earlier, when you get them in the door, you end up giving careers advice. You need to be looking at a different way to get at your target audience. You should look for such ways.

954. Secondly, Justin is doing his thing for the schools. David, what is the South Eastern Regional College going to do to reach all the schools in its area? Can you do something similar?

955. **Mr Smith**: Absolutely. We work with over 40 schools in our area. We have STEM events for young students and pupils to sample. There is a point that we need to take on board, and it is about primary schools. We are working well with secondary and grammar schools, but that is an area in which we have a lot more to do.

956. **The Chairperson**: I do not want to go on too long because my colleagues are here, even though I have given them opportunities to come in if they want to. There are some aspects on which I would like you to come back with proactive suggestions. You mentioned STEM at item 41. That is interesting. You have some great nuggets in the

middle of all the waffle. I could have done away with 52 of these things, but at item 41 you say:

"There is some evidence of disconnect between the many different stakeholders and bodies offering STEM related CIEAG."

957. I agree with that. You have everyone from Sentinus Young Innovators to BT Young Scientist — this, that and the other. So, who is going to do the work for me and tell me, "Here is what is going on, and here is how you unify it."?

958. **Mr Edwards**: Chair, you have made the point about us coming back with some ideas. As regards STEM, it is about working more collectively, as we are doing with the schools. It is also about working more collectively with the universities, in particular, with regard to engineering and science pathways, and it is about bringing us together around industry bodies. I think that industry bodies have a clear role to play here as well: the likes of Momentum, which deals with IT. It is about bringing us together to make sure that the careers advice is a focused session that gives all the information and facts.

959. **The Chairperson**: Justin, I was at the science park's Christmas lecture, which was by Warner Chilcott, Northern Ireland's first billion-dollar company. It was fantastic — I was almost going to go back to chemistry. It is doing its bit on its own. We are not co-ordinating the really good bit that comes back in. I would like to see a way in which you, amongst others, co-ordinate that approach.

960. So, I have given you a number of things to think about. I have one last question on your submission, for information. It states that the electronic individual learning plan (EILP) is conceptually excellent but is, in operation, limited. It mentions SkillCheckLive and PathfinderLive. Does anybody want to tell me what those are?

961. **Mr Edwards**: The colleges have a combined scheme called the electronic individual learning plan. It is an online web portal. It has some functionality in engaging learners in discussing their career objectives, setting out where they are in their learning and what they want to do in the future. That feeds back into what the tutors and colleges are doing. Where we need to go with that is to link it back to outside data sources, so that the data from the labour market is coming back. That goes back to the point I made earlier about what is happening in Scotland, and so on. That data is coming back so that they are making better informed choices about employment opportunities. The Department required all colleges to adopt the EILP system.

962. **The Chairperson**: Does anybody use it?

963. **Mr Edwards**: It is used to a very good extent across the colleges. It has been used by tutors, and lots of training has rolled out of it. It is now about enhancing the functionality and taking the system that wee step forward.

964. **The Chairperson**: I have another important submission to hear, and I want to give time to that, because it is from a school. Some points were made that you may wish to reflect upon — those will be in the Hansard report — about what you want and who is going to come back and tell us what really must be done. I stress that the opportunity is there for you to get things moving.

965. A couple of colleges made individual submissions. I want to touch on one or two issues. The Southern Regional College (SRC) is not here, but I am quite interested in a couple of things that it did. Presumably you all do this, but it talked about student surveys. Does every college survey students on what they think of the careers advice? It would be quite nice if you could bring that together and let us see what they say, rather than doing things piecemeal. I note, and think it particularly important, that the one thing the colleges have got, perhaps over and above schools and universities, is the ease at which they put students. I am sure that that is the case for all of you. I do think that students need someone who they can go and have a chat with, rather than

someone who sits there and tells them the information. We should emphasise that.

966. To conclude, the SRC says:

"Throughout the year student focus groups ... are conducted on all campuses".

967. Do all colleges have student focus groups?

968. **Mr Edwards**: We all have the same process of self-evaluation, which requires focus groups —

969. **The Chairperson**: And two learner surveys annually, one conducted by the equality unit and the second by an independent organisation?

970. **Mr Edwards**: All colleges do something similar to that.

971. **The Chairperson**: We might get a combined response from the colleges on that.

972. Finally, do you do anything with regard to — I do not suppose you would call it personality testing — aptitude testing? Some recruitment people do that. Has anybody ever considered trying to work out, in a systematic way, what students are good at and what they are maybe not so good at?

973. **Mr Smith**: After Christmas, we will be piloting that with 300 students to try to look at how their attitudes and aptitudes might link to possible careers. On the other side of that, we are going to try to look at similar software for our staff to see what sort of skills and behaviours staff have that might help them with career progression. We are going to pilot that next year to see whether that is something we could roll out to help new students make decisions next summer. If they go through that online assessment, it will open doors for them and show that they may be more suited to certain career pathways than others.

974. **The Chairperson**: There are certain things that you are doing, on which I would like the colleges to come together. You mentioned in your submission the destination research and the distance travelled by SERC students. When will that research be available?

975. **Mr Smith**: We know at this stage that, of the students who finished last year, 3% did not secure employment. We have done that at a high level. We still have work to do on the bit about actual occupations and jobs.

976. **The Chairperson**: The thing is that they may just get moved down the chain to somewhere else. I would really like some collective information from the colleges. I noted in your submission, David, that the OFSTED report found that only 19% were successful in getting a job. If your whole business is about giving people skills to get a job, I want to know how successful you are. You ought to be able to provide me with that information.

977. **Mr Myers**: I can, in fact. Those figures are readily available. I skimmed them the other evening, in preparation for the meeting. We come in at 18%.

978. **The Chairperson**: Eighteen per cent?

979. **Mr Myers**: Of the students who have been in transition — in other words, moved out of the college last year — 18% went into employment.

980. **The Chairperson**: I know I have given you a lot of work to do, but there is real information that we can get. I want evidence-backed decision-making on careers advice. I want to know what we have to do to fix it. I need to know what the roadblocks are. When we come back with this report, we will have to have some really well-argued cases before we can go and change things. The Committee is determined to make changes. This is not about saying, "Everything is OK." This is about saying, "We need to do things better."

981. I am afraid, Lesley, that your submission was last in the list, but I did read it. I do not know whether David is aware of this, but I attended the Get the Edge event at the Lisburn campus of the South Eastern Regional College. Is that what it is called, David?

982. **Mr Smith**: Yes.

983. **The Chairperson**: That was a brilliant piece of work about trying to give people, through competition, the soft skills to present themselves. It is not just about qualifications. It is about how you are as a person and your employability. The Committee is going to visit the college to see that work because I was impressed by it. I am interested to know whether you think that there are other softer skills that we ought to be teaching and how the colleges would go about doing that.

984. **Mr Edwards**: One scheme operating in all our colleges, as the Committee is probably aware, is the careers academy. The careers academy invites 16- to 18-year-olds to participate in industry-relevant experience of paid summer internships linked to level 3 qualifications. Having seen groups of students pass thorough that programme, which requires them to enter the workplace and understand what it means to be part of a multidisciplinary team, I know that it is a very effective programme. The programme has great links to industry. We need to develop it further in all the areas that the colleges currently offer. There are other programmes like that one, such as the Deloitte WorkSkills programme and Get the Edge, which you talked about. All those programmes are about the softer skills and what it means to be in the workplace. Colleges effectively replicate those programmes, even if they do not call them by the same name.

985. **The Chairperson**: It is too diverse. It is a bit like careers advice in general.

986. **Mr McElduff**: I have just a very brief question, to take this in a different direction. Is there an awareness in regional colleges of opportunities now presented by, for example, the Confucius Institute at the University of Ulster? Is any collaborative work taking place to ensure that our students are aware of entrepreneurial opportunities?

987. **Mr Edwards**: I will take that question, having just come back from China. Our college has a memorandum of understanding with Beijing Polytechnic. Working with them, we have an exchange programme through which we raise awareness. I can tell you that the big shock for me was the ethic and ethos towards entrepreneurship and enterprise in China. I was blown away by where China is in vocational education. Its core programmes and approach to essential skills are not just in maths and English, but maths, English, ICT, physics and chemistry. That is integrated in their core programmes.

988. We have been talking to the Confucius Institute about getting an exchange programme where we can exchange vocational lecturers between ourselves and China and learn from them about enterprise and growth. At the same time, they want to learn from us about quality education, qualifications and provision, so there is a lot of work going on in the background on that.

989. **Mr McElduff**: I want to commend you for that answer. You would think he had sent me a note to say, “Ask about China”.

990. **The Chairperson**: We do not have time to deal with it, but I want to stress the importance of entrepreneurial activity and personal financial capability. When the Committee went on its study trip, it got figures on the rest of the European Union, and European young people are least likely to consider a self-employed career as an option. They think that it is far too risky, yet all the evidence suggests that our major multinational corporations will not be able to provide the jobs that young people need, which means that they will have to work for themselves. That is an area that you need to look at. It is not just the skills that you will need to enable you to go and work for somebody else; it is the skills that you need to go and work for yourself, and, hopefully, employ somebody else. If Northern Ireland is to get back to where it once was, it needs entrepreneurial activity.

991. **Mr Gerard Campbell**: It is also an option that is promoted throughout

the six colleges. We do an annual awards ceremony in conjunction with the Federation of Small Businesses, so each of the six colleges promotes entrepreneurial activity and tries to develop that seed in individuals and show them that it is not only about going out and working in a particular organisation, industry or company but about looking at investigating the opportunities —

992. **The Chairperson**: I do not know that you give people enough support. I do not think that it is integrated. I look at incubation centres and the mentoring that happens after you leave college or school. It is really difficult for young people to start up their own business, to fill in their income tax returns and to do their VAT returns. We need a total solution. It is at least as major a plank of what the colleges should be delivering as skills for industry.

993. My colleagues will tell me that I have been quite long-winded in saying to you that youth unemployment and unemployment in general is the single biggest challenge facing Northern Ireland. You are at the front line of trying to work it out, and you had the opportunity to come back and tell us in succinct but well-thought-out processes what we should be doing next on the issues. When you read the Hansard report, not just of your submission but from the universities as well, you will see the themes that have been brought up. On that note, you deserve a break.

5 December 2012

Members present for all or part of the proceedings:

Mr Basil McCrea (Chairperson)
Mr Thomas Buchanan (Deputy Chairperson)
Mr Jim Allister
Mr David Hilditch
Mr Barry McElduff

Witnesses:

Mr Darren O'Neill	*The Royal Belfast Academical Institution*

994. **The Chairperson**: Darren O'Neill is the head of careers in the Royal Belfast Academical Institution (RBAI). I am sorry for keeping you, but you maybe found it interesting to hear what the others had to say. It is really good to get someone from a school here, given that we are talking about these things. We are grateful for your submission. You might want to take a few minutes to set out an opening statement, and then we will have a discussion about things.

995. **Mr Darren O'Neill (The Royal Belfast Academical Institution)**: Thank you. You had representations from all the colleges. I am representing one school, and it is one submission from one school, so I am quite conscious of that. I have highlighted what my school does in respect of careers provision, and I have set out two recommendations. I also tried to get the views of the other schools from my area learning community, which is the south Belfast area learning community, and I got a few responses there, though it was just an e-mail. I am sure you do not want me to go through my whole submission about what we do at the school, but if you want to ask me any questions about that —

996. **The Chairperson**: I just want you to talk to us. Tell us what you think about careers, good, bad or indifferent. You heard various comments. Just talk to us.

997. **Mr D O'Neill**: Our pupils are very lucky in that the school is totally committed to careers provision. Six members of staff are on our careers team. That will vary for different schools, and some will have just one member of staff. We have six, and we build up the careers provision. In years 8 and 9, pupils will do their employability programme. In year 10, they start to encounter the careers department much more. We have a head of year 10 careers who interviews every pupil. We have speakers in from Queen's University, and other teachers speak to the pupils about different careers. The school's careers department does a significant amount with every year group, mainly from year 10 onwards.

998. I am happy to take questions. The one issue that came into my head was prompted by the further education colleges. They were talking about engagement with schools, and I think it was you, Jim, who asked whether there was a reluctance on the part of schools to invite further education colleges in. From our point of view, we want all pupils to find the right career pathway for them. For year 12 pupils, for instance — fifth form pupils — we get people from Belfast Metropolitan College to speak to boys about alternatives to A levels, because A levels will not be right for every pupil at our school.

999. Having said that, I contacted them. At the end of last year, I was thinking about my plan, and I contacted them to get them to come in. I would like to see what they can provide by coming into the school. So, I contacted them and said, look —

1000. **The Chairperson**: It is one of the things, Darren, that we get in submissions, that everybody always tells it from their point of view. That is part of the reason why we have a variety of people, so we understand.

1001. **Mr D O'Neill**: Queen's University, for instance, is very good. It will e-mail us

and say, "This is the menu of speakers that we can provide you with for year 10, year 12, and so on". If the further education colleges were to do that, we would be very keen to get that from them rather than contacting them ourselves. Of course, I contact them, and I suppose you could argue that we should be contacting them.

1002. **The Chairperson**: OK. Jim has indicated, so we will let Jim go first and ask, since you were brought up in that — *[Inaudible.]*

1003. **Mr Allister**: Actually, I wanted to pursue another issue. I want to get a feel for the value or otherwise of the work experience that is offered in schools. Probably every MLA around this table has had pupils with them on work experience. From the perspective of the careers adviser, is that valuable? Is there a read through from that work experience to the career that the individual pursues? Does it germinate new thinking or ideas with them? Does it cause them to go back and say, "That is something that I am definitely not going to do"? Does it cause them to go back enthused, or is it just a week out of school?

1004. **Mr D O'Neill**: Work experience is vital for pupils, and we outline to them how important it is. We have boys go and work in an accountancy firm, thinking that they want to be an accountant. From doing that work experience, they may come back and say, "Well, no, I do not want to be an accountant", and that is as important as informing them that that is what they want to do.

1005. The majority of pupils at our school definitely value the work experience, but —

1006. **Mr Allister**: If it is so valuable, why is it limited to three days in your school?

1007. **Mr D O'Neill**: Having talked to employers, we feel that three days is sufficient. However, we are flexible, and if a boy tells us that an employer wants him to be in a work placement for five days, we are not going to say no. However, employers feel that three full days with them is sufficient.

1008. **Mr Allister**: Do you think that work experience is genuinely a critical issue in assisting pupils to make career decisions?

1009. **Mr D O'Neill**: Definitely. It is not a black or white case for a lot of people. If they have a definite career path in mind and going to a particular workplace will make them decide whether they want to follow that path, it is valuable. All work placements are valuable as they give pupils their first indication of how the workplace works and what overall employability skills they need. In that way, it is vital for the pupils.

1010. I think that there is a problem with the consistency of the quality of work experience that pupils get. A pupil may go to a large company, and they will be seen as just a person on work experience and will be given a few bits of admin to do. Someone else may go to another workplace and get an unbelievable work experience.

1011. **Mr Allister**: Do you censor or sift the employers that you engage?

1012. **Mr D O'Neill**: We get feedback from the pupils through evaluation forms. I will not name the company, but, last year, an extremely academic boy went to a company on work experience and was just packing things away for three days. From that feedback, if the company is going to take someone next time, we will ask it whether the pupil can do something more specific, or we may recommend that boys go somewhere else.

1013. **Mr Allister**: On a similar theme, I want to link this back to the earlier discussion about FE colleges. Is there the scope or facility, not for work experience, but for educational experience in another environment? For example, might a kid go to one of the regional colleges for a week?

1014. **Mr D O'Neill**: That is not something that we have looked into. A lot of our boys go to university departments for work experience, but we could certainly look

at the further education colleges. In our school, pupils carry out work experience in lower sixth. In —

1015. **Mr Allister**: I was not thinking so much about work experience but educational experience. Boys could go to a college for a week, sit in on classes and see whether there was something there for them.

1016. **Mr D O'Neill**: That is certainly a possibility.

1017. **Mr Allister**: But that does not happen.

1018. **Mr D O'Neill**: No. Again, it is one of those things where, if a further education college were to present us with an opportunity for boys to see this or that and offer us a menu —

1019. **Mr Allister**: In your school, you must have a stream of boys who probably are not going to be academic high-flyers. At some point might it not be useful for them, in particular, to feel out what the other options are?

1020. **Mr D O'Neill**: Yes. We have a careers period every week, and we contact the further education colleges to come to those. Boys in years 12 and 13 receive talks from different careers and professions on a weekly or two-weekly basis.

1021. **Mr Allister**: There might be scope to take it beyond talks.

1022. **Mr O'Neill**: Definitely. Now, on that —

1023. **The Chairperson**: I am not interrupting — well, I am, but it is just to be supportive. Do you feel that some boys from your school go to university, when, maybe, they should go somewhere else?

1024. **Mr D O'Neill**: If they have the grades to go to university, it is hard to tell them that they should not do so, because all the labour market information now says that, in the future, more people will need higher qualifications.

1025. **The Chairperson**: We hear that a lot of students come out with degrees and cannot get jobs in their field. It is almost like you go through UCAS and choose whatever course you can get because you have to go somewhere. As Jim said, should we advise people that they may be better off with a vocational subject?

1026. **Mr D O'Neill**: I think so. Some boys go to university who are maybe not suited to it. However, the problem is that if they go for a job, it is a bit of an unknown. Will someone favour them if they have a degree rather than a vocational qualification? If people are more suited to hands-on vocational qualifications and work rather than other types of work, they should take that route.

1027. **Mr McElduff**: In the one-to-one interviews, how much effort is put into assessing individual suitability and the individual needs of the boy?

1028. **Mr D O'Neill**: We interview all the boys in year 10, year 12 and year 13. We do not just interview them but have all the information on the boys such as how they are doing academically and their other interests, and they will talk to us about their interests. For example, a boy in year 10 might be thinking about doing the three sciences at GCSE, but we can see from his profile that he is quite weak at sciences. We try to advise him that that is maybe not suited to him.

1029. All the interviews are catered towards the needs of the pupil, and we have an individual profile of the pupil when we interview them. It is a one-on-one interview, and we ask them whether they are interested in any specific careers. Once they tell us, we ask whether they have researched that career and give them information on how to research it using our careers library, careers websites, and so on. The individual interviews are very important because that is where we are able to give people individual advice.

1030. **Mr McElduff**: How long is allocated to an individual interview? For example, a GP gives you 10 minutes.

1031. **Mr D O'Neill**: It is about 10 to 15 minutes. In year 12, they receive an interview from the head of year 12 careers and a 30-minute interview from

the Department for Employment and Learning (DEL) careers adviser as well.

1032. **Mr McElduff**: Personally, that strikes me as not long enough.

1033. **The Chairperson**: Do you think that that is long enough, Darren?

1034. **Mr D O'Neill**: The 10 to 15 minutes? That is only one part of it. In year 10, pupils do a range of things, including an interview. The head of year 10 careers is a full-time teacher who has a full timetable, and he uses his free periods and is maybe allocated a day off timetable to interview 155 pupils. If we had half an hour or 40 minutes to interview them individually, we would do that.

1035. **The Chairperson**: Is it not about individual mentoring, Darren? Obviously, you need a formal structure, but, at some stage, some people will have made up their mind that they want to be a doctor and, to be honest, you have to let them get on with it, more or less. However, is there not a case for someone to sit down and say, "You seem to be an outgoing person and you need to think about sales"? I cannot imagine that any careers adviser has ever said that, yet some people are born to do it. Other people will have unrealistic expectations and might want to be footballers, and you have to say, "Unless you are at the elite end of the sport, it will not be a good thing." Does someone take a personal interest in an individual boy over a period of time and say, "Here is where you ought to be heading?"

1036. **Mr D O'Neill**: Yes. What we have got is, at year 10, they have that interview. We keep that as a record in their individual careers file in an interview booklet. All that information is recorded at year 10. When they come back to be interviewed in year 12, another page is added to all the records that are there of how they have done in their academic studies, their interests and all of that. The same happens in year 13. So, all of that is kept. We can never tell them that they should not do this or that that is not suited to them. We are always reluctant to say: "You should be a sales person or you should be a lawyer." However, if someone, which I have had a lot of times in the past —

1037. **The Chairperson**: Why are you reluctant to say that?

1038. **Mr D O'Neill**: I am sorry, I will try to use another term. If they say that they want to be a doctor and want to do medicine, and we can see that that pupil is just OK at sciences and, to be honest, will not become a doctor, we say to them, in the nicest possible way, that they may need to look at alternatives.

1039. In presenting the facts about what they need to get to university to do medicine, we are really saying to them, in the politest possible way, that they are not going to be a doctor. We may see from their profile that they are interested in, and good at, physics and mathematics. So, we outline that to them and ask whether, given their strength in those subjects, they have looked into mechanical or aeronautical engineering. Their answer to that may be yes. However, if they have not done so, we recommend that they do so because those subjects relate to such careers.

1040. **Mr McElduff**: How are you influenced by the wider STEM — science, technology, engineering and mathematics — agenda that our Chairman is very good at promoting? Do you push some arty type students towards physics and chemistry? I have a memory of being pushed away from Spanish and into chemistry, which was bad advice for me.

1041. **The Chairperson**: Just think of the trouble that Northern Ireland has gotten into because of that. *[Laughter.]*

1042. **Mr McElduff**: I was getting 99% in Spanish and 55% in chemistry, yet I found myself doing chemistry as opposed to Spanish.

1043. **Mr D O'Neill**: I totally agree with that concern. There is a big push for STEM subjects. STEM subjects are a major driver in pushing the economy forward, but not everybody will be excellent at

those subjects. Only those who are very good at science and maths will succeed. When we give them advice about GCSEs and A levels, and they say that they want to be an engineer, but they are not great at maths and physics, we say to them that they should choose subjects that they are best at and enjoy most. It would be bad careers advice and pointless of me to tell someone such as that to do chemistry just because there are so many STEM-related careers out there. Not everybody is STEM inclined.

1044. We have a brilliant relationship with PricewaterhouseCoopers, which has sent representatives in to talk to our fifth form and sixth form boys. They have highlighted that their most important consideration is a person's employability skills. They do not care whether you have a degree in chemistry, history or mechanical engineering. They tell us that, at interview stage, they test and look for somebody's employability skills. So, they will ask at interview for an example of something about which the person has a genuine passion. The interviewee must then outline that passion, their ability to manage a project, to work with others or their leadership qualities. That is where we try to make it a whole-school thing and the extracurricular activities outside the classroom are so important.

1045. **The Chairperson**: I just want to follow up on Barry's point. He may find it surprising that my bent was more history and geography, but they battered that out of me and so I did science. I do science now just because I can. I did a degree in chemical engineering, and the minute that I got out of university was the last bit of chemical engineering that I ever did, because it turned out to be advanced mathematics.

1046. **Mr McElduff**: You seem to have rediscovered your enthusiasm.

1047. **The Chairperson**: Listen; when you are the low ebb that I am, Barry, it is any port in a storm. I have got to find some niche. I cannot even be the opposition, because Jim Allister there has grabbed it. *[Laughter.]*

1048. **Mr McElduff**: Aye, you are quite convincing.

1049. **The Chairperson**: There is an issue here. Employability is important, and you heard me talking to the colleges about that. Interview skills and reading around subjects are vital. A young man who was going for an interview with Deloitte yesterday phoned me for advice. I asked him whether he knew what would be happening today, and he said no. I asked him whether he had heard about the Chancellor's statement or the Irish Budget, and he said no. You have got to be able to read around your subject.

1050. Even more fundamental, however, is an appropriate appraisal, in an uncertain world, of what seems to be the right way forward. I am not against people doing humanities, but they need to understand that, if they go down the law route, only one in three people comes out of Queen's University with a job in that field. On the other hand, we cannot get enough people doing computer science.

1051. So, if you are undecided and it does not matter, you would be better to be doing computer science than law. That is the sort of advice that I think people ought to be given in school.

1052. **Mr McElduff**: You have a good approach to careers advice as a school, but that is why the short 15-minute interview is not individual enough. Someone could find themselves pushed towards sciences even though they are more suited to something else. I could be wrong —

1053. **Mr D O'Neill**: I hope that —

1054. **The Chairperson**: Hold on a minute. The Deputy Chairperson indicated that he wanted to speak.

1055. **Mr Buchanan**: The concern is that, especially in schools where pupils are assessed and where the school says that they have the ability to go on to university, the schools are pushing all those pupils in that direction. Sometimes, it is not the right direction.

1056. I have seen examples in my own family, and in other families close by, of young

people who had the ability to go on but did not want to do so. They were being pushed to go to university and it left them not knowing what to do. They knew the direction in which they wanted to go and the kind of employment that they wanted and, after much thought, they went along their desired path.

1057. They have progressed so well, but had they gone to university for three or four years, they would probably have come out with something that they did not want and did not have any interest or desire in and which would be no good to them. Now, they are on the career path that they wanted.

1058. I think that careers teachers have to be very sensitive in matters such as these. You may well have a number of pupils with the ability to go on, but if they do not want to do so and prefer to go into some other field, they need to be encouraged to do that rather than be pushed into something that they really do not want. Sometimes, I feel that that can happen.

1059. **Mr D O'Neill**: If boys know — I keep saying boys because I work in an all-boys' school —

1060. **The Chairperson**: We worked that out.

1061. **Mr D O'Neill**: I just noticed that I did that.

1062. It is a problem in that when a young person reaches 18, he or she wants to know what alternatives are available. Five or 10 years ago, and you can correct me if I am wrong, there were clearer alternatives for doing A levels and going straight into employment. Now, are there many opportunities for employment for young people straight after A levels or further education? If there are, boys and girls would do that.

1063. PricewaterhouseCoopers and other companies are starting to look at this issue. It is offering school leaver programmes now, and one of our boys has just entered one. Rather than waiting for boys and girls to go to university and then employing them, the company is offering those programmes, which train them as technicians.

1064. **The Chairperson**: We have gone on a bit, Darren, and there are a couple of points that I want to make myself.

1065. **Mr Allister**: I have to go.

1066. **The Chairperson**: OK, you can go if you need to go; that is fine. I am just wrapping up.

1067. **The Committee Clerk**: We will not have the four.

1068. **The Chairperson**: Give me 30 seconds.

1069. **Mr McElduff**: 29, 28, 27 —

1070. **The Chairperson**: That chemistry was wasted on him. He should have been a clock. *[Laughter.]* I have a couple of things that I would like you to do for us if you would, Darren. You have been very good to come along and talk to us, and there is always a danger when you are in the third session. I would like you to review some of the other Hansard reports from today's contribution and from earlier meetings. You said that you are here as only one school, but it is good to get one school's take on what other schools say. Therefore, we would really appreciate a critique.

1071. There are a couple of innovative things that you might want to think about. Jim raised the issue of employers being variable with respect to work experience. Maybe we need to think about a way of giving feedback or credits to employers or insisting that they do something, or pay them, because they need to know that the most important thing that they can do for anybody is to give them some quality experience, even if it just lets people know a bit more about them.

1072. You might think about letting us know whether you do much entrepreneurial activity, because everybody is very keen to tell people to get a degree. However, it would be quite interesting to look at personal financial capability, and whether people know how to work out an interest rate, not just because they do maths, but because they know how to live. If they were going to start up a business, how might that work? You can answer yes or no to this question:

does the school take part in Young Enterprise?

1073. **Mr D O'Neill**: Yes — Young Enterprise and Sentinus. We run a business insight day.

1074. **The Chairperson**: I have been unfair to you, Darren, so if you get a moment, will you drop us a line about the things that you do on the entrepreneurial side and on engagement? I would be keen to see how many people engage in that. If you take it to that stage, you are more than welcome, having had that experience, to send us another modest submission. We would be keen to hear not just what you do but what you think.

1075. **Mr D O'Neill**: Yes, and I have suggested recommendations. One is consistent with the other schools, which is to have careers teachers who have a professional qualification in careers, but no formal qualification is available for careers staff in schools. The other relates to current labour market information. We are expected to give out current labour market information, but we need DEL to maintain and update that information.

1076. **The Chairperson**: We get that information, but I understand that you would like it to be in a format that is useful to you. We will look at that. Was there anything else that you wanted to mention or are those your two recommendations?

1077. **Mr D O'Neill**: Those are the two recommendations. We would like Invest NI and large employers to give regular updates on current labour market information, and we would like careers staff in schools to be offered a professional qualification in careers.

1078. **The Chairperson**: Thank you very much for your submission. I appreciate that you have given us your time. You realise that everything that is said during the Committee has been reported by Hansard. Towards the end of the inquiry, we will tend to read things again, and your feedback and insight into what was said will be really useful. Thank you for your time and interest.

6 February 2013

Members present for all or part of the proceedings:

Mr Basil McCrea (Chairperson)
Mr Thomas Buchanan (Deputy Chairperson)
Mr Jim Allister
Mr Sydney Anderson
Mr David Hilditch
Mr Chris Lyttle
Mr Fra McCann
Ms Bronwyn McGahan

Witnesses:

Mr Stephen Atkinson	*GEMS Northern*
Mr Joseph Carmichael	*Ireland*
Ms Grainne Hannah	
Ms Susan Russam	

1079. **The Chairperson**: We have a number of groups to talk to us. The GEMS Northern Ireland submission is in members' packs. I am not sure whether we want to go through it. We could just move straight on to questions. Do you want to introduce everybody, Susan?

1080. **Ms Susan Russam (GEMS Northern Ireland)**: Thank you very much. Good morning, Chair, and thank you for the opportunity to come and present some evidence to you this morning. I will introduce my colleagues: Joe Carmichael, who is our local employment intermediary service (LEMIS) outreach worker for south Belfast; Stephen Atkinson, who is our client services manager and looks after the LEMIS programme and our other equality-driven programmes; and Grainne Hannah, who is predominantly an expert in young people not in education, employment or training (NEET). We hope to make a very brief presentation to you, which is linked to our submission but not verbatim —

1081. **The Chairperson**: As long as you do not just read out your submission.

1082. **Ms Russam**: Absolutely not. It will be no more than two or three minutes, if that is helpful.

1083. We were very interested in making a submission to the inquiry, not least as the focus now is on lifelong learning and all-age careers information, education, advice and guidance. I will make a couple of points about GEMS, but I am not here to present a beauty contest around us. We are the Northern Ireland link for the Institute of Career Guidance (ICG), and we sit on the council of that body. We are the only non-governmental organisation (NGO) that offers placements for postgraduate certificate in careers guidance students, including opportunities to work with a very diverse caseload, such as you learned a little bit about earlier.

1084. We have probably 2,000 people coming through our doors, through our outreach and in our organisation, with multiple issues and challenges. The big challenge, as we see it, for careers guidance, as opposed to the Careers Service in Northern Ireland, is that we have 102 careers officers currently employed by the Department for Employment and Learning (DEL) and a community of all ages that requires careers information, advice and guidance.

1085. We have quite narrow routes to qualifications. The postgraduate certificate at Magee is available to a limited number of learners. The first thing that we ask the Committee to consider is the progression routes for careers guidance and the complementary expertise that is offered by the community and voluntary sector and the private sector. There should be a legitimate careers guidance route that is available, whether with your careers officer in school, out in the community, in college, in work or beyond.

1086. I will hand over to my colleague Stephen, who will give you the bells, bangs and whistles from his experiences of managing the LEMIS programme in

particular and our client services in general.

1087. **The Chairperson**: Just before Stephen comes in, for clarity, will you just explain what GEMS is?

1088. **Ms Russam**: GEMS stands for "Gasworks Employment Matching Service", as we were in 2001. We are an employment service employability organisation that delivers a range of programmes that support people to access employment and training; that promote social inclusion in employment to lift people out of poverty hopefully; and that work connectively in the community, with employers and others in both the public sector and the private sector, to try to make a real difference.

1089. **The Chairperson**: Who are you funded by?

1090. **Ms Russam**: We have a diverse range of funding streams, which include our European programmes; the Department for Employment and Learning, which funds our LEMIS programme; the European social fund; the Department for Social Development; and philanthropic funding. We are constantly trying to make ends meet.

1091. **The Chairperson**: What is the sum total of that funding per annum?

1092. **Ms Russam**: Last year, we received £990,000 for the contracts that we bring in and deliver, including evaluations and other research work.

1093. **The Chairperson**: Thank you for that.

1094. **Mr Stephen Atkinson (GEMS Northern Ireland)**: A career is not defined by the length of time that someone works or the job that they do. Having a career in today's world could mean working for a few years, 50-plus years or anything in between. We feel that that is very important. As a service deliverer, we have to plan to meet the needs of an ever-changing demand-led service. We would endorse a definitive fit-for-purpose strategy with coverage of guidance services to assist people at all stages of the employment continuum. However, that would need to be properly resourced. Career planning can allow an insight into a person's future. It can, if properly followed, determine your education choices, further study choices, employment choices, later-life career choices and lifelong learning. That, ultimately, will lead to a successful career.

1095. It is often said that, in your first 10 years of employment, you should spend your time building your skills and networks and developing your competencies without putting much of an emphasis on generating wealth or income. I and my organisation have major concerns with that. Our young school leavers, for example, are getting it very rough at the minute. They are finding it increasingly difficult to land any job. Not everyone will volunteer their time to take part in a voluntary or community initiative to help them build their skills. As such, they are not getting the opportunity to hone all the skills that they will require in their future work life. That is just not happening.

1096. We need to enhance that opportunity. We need to offer the advice, mentoring and support that will allow those young individuals the opportunity to build their skills and routes to employment. When it comes to looking for work, those young people find themselves way behind job changers or other jobseekers, who may have had an opportunity to engage with a streamlined or dedicated careers service. I include overseas migrant workers in that, because we are seeing an increase in young students coming here from the likes of Spain.

1097. Careers services in schools, colleges and universities concentrate on delivering services that suit a particular clientele, so to speak. At GEMS, we try to put first the individuals as they come through our door. All our services are person-centred, and they are person-centred for a reason.

1098. **The Chairperson**: Stephen, will you let us pick up some of the points that you are going to make when we get into questions? The previous session ran on a wee bit. It is not that I want to stop you

saying anything, but some of the points will be brought up anyway. Is that OK?

1099. **Mr Atkinson**: That is fine.

1100. **Ms Russam**: The subject matter of previous evidence session means that it might be useful to hear from Grainne and Joe about working with young people not in education, employment or training and how that relates to the careers offer.

1101. **Ms Grainne Hannah (GEMS Northern Ireland)**: In my experience, the majority of young people who have fallen through the net of mainstream educational pathways have limited experience with the Careers Service. They have either been deselected or have deselected themselves from the process, owing to issues and challenges facing them that are beyond the remit of the Careers Service. My role is to act as a safety net for such young people and to guide them towards suitable education, training and employment options by utilising the networks available to me and, in so doing, to consolidate the services available to young people.

1102. It is my aim to dispel misguided beliefs and attitudes held towards careers guidance and highlight its benefits as a mentoring role. Where young people have become disenchanted with training and employment options, my aim is to provide tailored information and to work with them to assist them in taking ownership of their career path and to give them career management skills and confidence to act on that. I hope to work in tandem with the Careers Service, as its strategy aspires to expand beyond the schoolyard and into the community setting.

1103. **Mr Joseph Carmichael (GEMS Northern Ireland)**: I have worked across the community and voluntary sector for over 20 years in both a paid and a voluntary capacity. I have also worked for the Department for Employment and Learning as a careers adviser. Therefore, I have been very much on either side of the fence and, as such, feel that I have a good understanding of this area. For me, the key to delivering an effective careers education, information, advice and guidance service lies in schools being at the heart of the community that they serve.

1104. Schools' careers departments need to be properly resourced and developed, predicated on the idea that young people, parents, grandparents and the wider community are aware of and able to access, as a point of contact, information, advice and guidance on the careers, education, training and employment options available. For that to work, there needs to be a range of support organisations from the wider learning community complementing one another. That could include counselling support organisations, Training for Success providers, LEMIS providers, disabled support organisations, employers, sector skills councils (SSCs) and others.

1105. **The Chairperson**: Joseph, I am quite happy for you all to submit your written notes to us for us to have a look at them, but I just want you to talk to us. What do you think that we should do with this careers business?

1106. **Mr Carmichael**: From my experience, I think that it needs to be focused in the wider community and at the heart of schools. When you talk about careers, you normally hear it first and foremost in the context of the school setting.

1107. **The Chairperson**: Do you think that we do that well or not terribly well?

1108. **Mr Atkinson**: It is done to varying degrees.

1109. **Mr Carmichael**: It depends where you are. At the end of the day, young people and older people will have different opinions about the careers advice that they have or have not received in the school setting. More importantly, and certainly within the community and voluntary sector, it is about working hand in hand with schools. Careers sits naturally in the education sector. We need to feed into that with the other existing community support

organisations. It is about being able to access careers services.

1110. **Ms Russam**: We also feel that careers advice needs to start a lot earlier. It needs to be embedded in entrepreneurial skills as well as career-management skills. There is a really serious confidence challenge for our young people coming out of school.

1111. **The Chairperson**: At what age should that start?

1112. **Ms Russam**: It needs to start in mid-primary school or even earlier. We have children who cannot read. We have young people in schools who come from workless households or households with inter-generational issues and challenges. Traditionally, the school has a very middle-class model of elaborated language, codes and other things, so, first, there is a need to teach our teachers entrepreneurial competencies and skills and, secondly, to see careers guidance have a proper place in the curriculum alongside such subjects as maths and English. If we cannot up the confidence in life skills and support for our young people, where do they go when they reach transitions? They make their choices for GCSEs when they are 13, and some children are already lost at that stage.

1113. **The Chairperson**: Susan, two Committee members have indicated that they wish to ask a question, and others are invited to do so. We will take a couple of questions now and if there is anything that we have not managed to pull out through questions, you can address that afterwards. Is that OK?

1114. **Ms Russam**: Yes.

1115. **Mr Buchanan**: You have identified where there are problems within the careers service provided in schools. What work do you do with them? What link-up do you have with them to try to address that gap? We look at companies coming in from other countries. Their companies in the UK are reported to:

"find young people unprepared for the workplace and miss the supply of skilled workers".

1116. Companies coming in from other countries are saying that they miss the supply of skilled workers. There is a gap there, and that gap needs to be addressed in the schools through career advisers. You have identified a gap. What are we doing to try to bridge that gap, overcome that problem and have young people coming forward who are skilled to meet the demands of the companies that are coming into Northern Ireland?

1117. **Ms Russam**: The first answer to that is to ensure that there are effective links among industry, business and schools. Years ago, teachers used to go out to businesses for, I think, a week. I do not think that that happens any more. I also think that the curriculum needs to be much more balanced around the young people who are targeting potentially vocational skills rather than around those who are looking at an academic route. We would like to see more emphasis on choices for change.

1118. **The Chairperson**: What does "choices for change" mean?

1119. **Ms Russam**: If you look at the current offer for young people who are in their secondary school career, there is generally a standardised process that takes place. It is based on a traffic-light system, in which young people need a lot of help, not so much help or very little help to determine their career choices. We believe that there should be more innovation and creativity in how those young people are supported, encouraged and enabled to identify routes to innovation and work, such as setting up their own business, for instance. There needs to be much more emphasis on that. If you look at our economy, you will see that it is driven by a huge public service sector, but it is also driven by small business. Why are we not bringing small businesses into schools to look at that and other things?

1120. It is also about encouraging ownership from teachers, parents and organisations such as ours to make that offer much more streamlined so that young people are not lost should

they opt out of school at 12 or 13, or if they go into care or the criminal justice system. There should be a one-size, equality-driven careers information, education and guidance service, whether you are five, 10, 15 or 50. There should be recognition of the complementary expertise that exists and of the fact that we have more than 102 careers guidance professionals in Northern Ireland, but we do not capture that.

1121. **The Chairperson**: OK. The floor is still with the Deputy Chair, but I want to say something that I say to all the people who come in front of us. This is not about the big words. We want to hear from you in simple language. Just tell us what is not working and what you would do differently.

1122. **Ms Russam**: We need more connectivity and more joined-up working among the home, the school, the Careers Service and the third sector.

1123. **The Chairperson**: We will come back to that.

1124. **Mr F McCann**: There are a couple of things that I want to raise. I am glad that you said what you did, Chair. The inquiry that we are doing into careers is being done because we are unsure of what importance the education system attaches to careers. I have raised that here a number of times. Last year, there was an announcement that 36,000 young people left school without any sort of education. They were probably lost in the ether rather than attracted in. There are communities out there that are left to their own devices when it comes to careers and trying to develop themselves. From there, they develop problems. There seems to be a difficulty and problem at university level with going into communities and encouraging them. There also seems to be a difficulty in schools in trying to provide the level of information and encouragement that young people require to make choices.

1125. The Chair brought us down to Armagh a number of months ago. People there told us, from the sciences point of view, that if you do not get young people when they are in mid-primary school, you have lost them. It is about how you fit into that. We have already picked up that there is no connectivity between what happens in primary school and how people make their choices there. One concern that we raised is that, in many ways, the only options that people are being given and encouraged in is the traditional educational route, which is law, medicine or teaching. We need to expand that and encourage people to take up other aspects.

1126. We had an interesting session a couple of weeks ago with people from NISRA. They said that there is a serious skills shortage, but we are looking at tens of thousands of people out of work. They said that there was a skills shortage of 5,500 people out there. We are amazed at that. Obviously, when you break that down, you might find answers and reasons for where those skills are based.

1127. At the end of this, we want to come out with a report that allows us to go ahead and pinpoint where the problems lie, and try to mend it for the kids of the future. Any information that you have to take us through this would be helpful. I know that it is difficult, because, at one stage, I sat where you are sitting. You spend a lot of time preparing to come in and perhaps tell us what you think we want to hear. The Chair is right. Any information that allows us to do justice to a proper report would be helpful.

1128. **Mr Atkinson**: One key issue that we have come across, and that I have certainly seen in the job that I do in GEMS, is that, for young people, there is definitely the question of “What is work?”, never mind “What is a career?” You have to overcome the social issues and barriers that are presented to us on a day-to-day basis before a job is an option. We are seeing more and more people coming through our service who are presenting with very limited work skills, but the jobs that they could generally have done, such as cleaning positions and retail positions, are being undertaken by people with far better

qualifications and skills. Therefore, they are not even getting that opportunity.

1129. GEMS specialises in employability skills development. It is at the core of our service, beside our mentoring and employment side of the house. Employability development is absolutely critical.

1130. **The Chairperson**: What does "employability skills" mean?

1131. **Mr Atkinson**: It is about looking at what a person is presenting with, first and foremost, and at how you can hone the skills that employers will look for. For example, most people imagine that doing a short accredited training course will enhance your employability. In most cases, it will, but people have to go through the education bit first. They have to understand why they are being trained. Employability development is not just about giving somebody a piece of paper. It is about being there to mentor and support people the whole way through the process of gaining that piece of paper.

1132. For us, employability is about more than just qualifications. It is about having the confidence and self-belief to apply for a job in the first place, to attend the interview and to be able to speak in a competent way to an employer. That all falls under employability skills.

1133. **The Chairperson**: The floor is still with Fra, but you might want to expand a little on your submission, if you are so minded, because I am going to ask you questions on this. Stephen, your comments about the challenges facing young people and what it is that you do to fix that are helpful. No argument has been made yet in government about building confidence or self-belief. It is a route that we are not getting people to go down. We have to make the argument to say whether that is a careers function that we should take on. On reading Hansard, you might pick up on those points.

1134. **Mr F McCann**: I will, just finish, Chair, because I think that you raise an interesting point, and, Stephen, you raised it when we were in Enniskillen. The best step in life for anybody in a community who finds it difficult to get a job is to be prepared for interviews and to be given that wee bit of capacity that allows them to have confidence. That is a major step forward for people, and I think that it should be built into anything that we do.

1135. **Mr Lyttle**: Thanks for your presentation, folks. I found the paper that you submitted to our careers inquiry extremely helpful. I just want to check my understanding of a couple of key points that you raised and perhaps ask you to expand on those briefly. The key points that I took from your paper were that — obviously this is a generalisation to a certain extent, as there is a lot of good work going on as well — careers advice in schools was not given adequate weight or importance, that it was under-resourced and that there was not adequate information available. In response to that, you think that careers could be a compulsory subject, there needs to be added focus on entrepreneurship and vocational subjects, and that careers advice needs to happen much earlier in the school career. You also raised concerns about accreditation, qualification and continued professional development of careers guidance providers. The only full-time course that seems to be available is at University of Ulster's Magee campus. Will you expand on those points briefly, or confirm my understanding of those issues?

1136. **Ms Russam**: The issue and challenge is that there is emphasis on information and not enough on education and the guidance element of the offer. In our experience, we have also found that those young people who require most guidance are those who probably receive least guidance, because, in very many cases, they vote with their feet and are not there anyway. They have deselected themselves from school or are in the criminal justice system or other settings.

1137. I spend my life writing reports and things, so I will try to use ordinary language, if I can. The challenge for

us is to find a way in which to create connectivity for those young people, whether they are in preschool, in Sure Start settings or in primary school — right the way up — to create that careers-management, entrepreneurial-driven challenge for teachers teaching but also for young people. We have done a lot of work with partners in the Netherlands, Finland and other places where those things are taken for granted. There, teachers are igniting those sparks with young people, and parents are actively involved.

1138. The bigger challenge is that 102 careers officers, or in and around that number, currently employed by the Department for Employment and Learning are not a sufficient number to deliver all-age careers guidance across Northern Ireland. I do not know the budget or any of that, but I know in my own mind that that is not enough. Therefore, we have to harness the expertise from other areas. At present, all our staff have an NVQ level 4 in advice and guidance or an equivalent qualification, or the postgraduate certificate.

1139. First, we need to get the community and voluntary sector and the education sector talking to the Department to determine what careers guidance is; what the core functions of it are for employment and employability, entrepreneurial skills, links with the workplace and young people's right to change and right to choose as they go through their career — so it is not that they are automatically doomed if they do not choose right at 13 — and, crucially, to involve employers every step of the way. The current qualifications route is very narrow, and we see from the students that come to us that the experience that they get in an NGO offering all-age careers guidance is much broader. The challenge is that a young persons' schools-based, focused, training-centre-based careers service, which is fit for a number of young people but not for all ages, is still trying to be delivered. That needs to be turned on its head, and there needs to be a total rethink of what careers information, education and guidance actually is, who delivers it, where it is delivered, how it is managed and how its impact is measured. I hope that that was OK.

1140. **Mr Lyttle**: Thank you.

1141. **The Chairperson**: Susan, thank you very much. I have a couple of little questions. It is useful for the Committee to find out what it is that you are talking about. Perhaps you will extend an invitation to those members of the Committee who want to meet you separately, because you probably need to get into the nitty-gritty of it. We will not do it all here. I am very keen to get your real-life experience into our report. A number of things that you have said today and in your written submission have left me wanting to know more. That is the correct way to go forward. I have a couple of points, and I want us to be fairly succinct if we can. Are you recommending that careers advice should be introduced in year 6 and year 7?

1142. **Ms Russam**: Yes.

1143. **The Chairperson**: You highlighted the fact that teachers who have higher-priority teaching commitments may be unable or are under-resourced to provide up-to-date and impartial advice. You are saying that the designated teacher is not able to keep up to speed. That is an opinion rather than a statement of fact.

1144. **Ms Russam**: This is based on our experience with young people who have experienced that service.

1145. **The Chairperson**: I say to people that we need to cut the flannel. I am not referring to you, but I need to say it as it is, and sometimes we worry about offending people. This is not the case.

1146. **Ms Russam**: We prefer to be positive, and it is important to point out that we work very effectively with the Careers Service as well. I will add one thing that we did not articulate as strongly as we should have. We believe that consideration needs to be given to the Department of Education having responsibility for careers information, advice and guidance in schools and

the Department for Employment and Learning taking on that remit post-16. There is a requirement to have some scrutiny of that responsibility.

1147. **The Chairperson**: I thought that that was the way it is.

1148. **Ms Russam**: Well, that would not —

1149. **The Chairperson**: OK; we will have a look.

1150. **Mr Lyttle**: My understanding is that the Department for Employment and Learning creates a framework, and schools can choose how much or how little of it to use. Even from the feedback in your evidence today, there still seems to be an issue about how hands-on that school-provided careers advice is in certain contexts, and that is why I was a bit disappointed with the seeming lack of engagement with the Committee for Education on that. A huge amount of this needs to be focused at school level. That is fair enough, Chair.

1151. **The Chairperson**: That is right. We will deal with that. At the moment, we will take our evidence.

1152. **Mr F McCann**: During a lot of the evidence sessions up to now, and certainly with the universities, we pushed the same point that they were maybe focusing their energies on the wrong aspects of education and careers. There has to be that connectivity from the day you go to school to the day you leave university.

1153. **The Chairperson**: That is the key point, and that is why I am not sure that I agree with you about giving it to DE, because it might become the Cinderella option because teachers see themselves as mainly there to teach. We could maybe embed the careers bit or do something else, but there is clearly an issue, if I am reading you correctly, that we do not start early enough to explain to people that they need an education because they will want to get a job and to explain what a job is. There will be some points on that.

1154. **Mr Anderson**: In the paper, you talk about careers advisers being demotivated. Where do you get that from? It says:

"Staff can appear de motivated as their targets are unrealistic".

1155. **Ms Russam**: We will need to look at the document.

1156. **Mr Anderson**: How do you gather that information?

1157. **The Chairperson**: It is paragraph 5.

1158. **Ms Russam**: We are lost. Where is that term?

1159. **The Chairperson**: It is paragraph 5 in your paper. It says:

"Careers advisors are currently spread too thin. Their case load is unrealistic".

1160. **Ms Russam**: Obviously, because of our Institute for Career Guidance (ICG) role, the fact that we sit on that, our training role and the fact that we provide post-qualification development training routes and other things within that, I think that the —

1161. **Mr Anderson**: Is that information coming back from the teachers?

1162. **Ms Russam**: Yes.

1163. **Mr Anderson**: Did you do a consultation? How did you get it?

1164. **Mr Atkinson**: We had a conference event when then strategy consultation was first presented. I think that was five or six years ago. We brought together representatives from the Careers Service, education and our own voluntary and community sector. Basically, we discussed the issues in the consultation, and that was one of the areas that came out.

1165. **Mr Anderson**: Was that coming out strong?

1166. **Mr Atkinson**: If a careers guidance practitioner is dealing with people with the same approach, the same paperwork and the same attitudes towards their future day in and day out, it can become demoralising or demotivating. One of the key aspects of careers advice is a little bit of freedom

of thought about how to deal with an individual. I have not worked for the Careers Service, but my understanding of the processes is that they are very stringent. They can only offer a certain number of opportunities, and those are mainly tailored to further education.

1167. **The Chairperson**: We have a number of other sessions, and I want to bring Bronwyn in. Does anybody else want in, or can I close it after that? I want to deal with the issue that you have raised, Sydney.

1168. **Ms McGahan**: Thank you for your presentation. You talk about young people perhaps having a negative experience of careers and so on. Could it also be that there is no support or encouragement from their family, and that leaves them demotivated? That may mean that you have to bring in another agency as well as the Education Department to deal with that. I sit in a neighbourhood renewal area, and I have a 16-year-old daughter who is doing learning for life and work (LLW). I get the sense that they are doing employability skills and so on, and it seems fairly comprehensive. Maybe that is a model that should be built on and young people should be encouraged to do that.

1169. **Ms Hannah**: You are talking about the home environment, and there are many issues that a young person has to deal with that go beyond careers; for example, having somewhere to live, getting food and things like that. Maybe there are issues that require counselling and things like that. From my point of view, it is my job to work with the networks that I have to try to identify, through engagement with the young person, what they need to bring them up to a level where they can start thinking about jobs, careers, training and so on. I have the opportunity to do that, because I am not positioned in one place. I am mobile, and the experience that I have gained from working in the community gives me access to hear what is going on and what is available, which a careers guidance practitioner who is located in a school would not have. I just feel that the negative experience that you are referring to is borne of many things. GEMS has a unique position within the community to draw upon the networks that we have to support that.

1170. **Mr Carmichael**: It goes back to the main point that I made earlier. Careers guidance does not stand alone. It starts off in the community at a young age and develops that idea forward to teenagers and adults. On access to information, even the term "careers" throws most people. They do not even understand what you mean. It does not stand alone. It goes back to working in the community and to parents and other people talking about the whole idea. If they need support with counselling or with other things going on in their lives, for me, the school setting is an ideal arena in which to do that. Also, importantly, on the education side of things, it can deal with issues through earlier intervention, rather than letting things go on. It is key to get in —

1171. **The Chairperson**: Of course, the problem is that schools get worried about having loads of initiatives piled on top of them, and they say that their job is to teach people, otherwise they are not a school any more; they are a sort of a social centre.

1172. **Mr Carmichael**: To be fair, if the careers department is properly expanded and available to people, it is an important part of life — school life and future career life.

1173. **The Chairperson**: There is something in that. We talk about the issue of parents and family, but the key question is this: how do you get the parents and family interested?

1174. **Mr Atkinson**: To be fair to the previous presentation that you had on the Local Employment Intermediary Service (LEMIS), that is one aspect of a service that can assist with intergenerational unemployment. I have a lot of experience of that particular programme; I have been working on it since 2007. It is not easy, but exceptional amounts of good-news stories are coming through

about our dealing with a grandfather, the son and then the grandson, and moving those people towards employment. With the careers aspect, there is a generation who maybe would not consider themselves ever having, nor ever wanting to have, a career; they just want a job so that they can put bread and water on the table.

1175. One of the big things that we talk about at almost the first point of entry for clients is making sure that we understand what their aspirations are so that we do not automatically disappoint anybody if it is not going to be —

1176. **The Chairperson**: OK. I am under a wee bit of pressure for time. I apologise for that. It will be in the Hansard report; have a look at that. I will certainly come out to visit you. I am sure that if you put the thing to other people, we can spend a bit more time on it.

1177. A couple of things that you said were really interesting. Susan, you said that those who most need advice are the least likely to get it. That is seminal. I take your point that we have not had time to address this, but I would like a bit more detail on what you say about:

"We require a Careers service that will meet the needs of an aging population who will statistically change careers 5 times during their working life."

1178. There is an issue in that regard. Something needs to be done. I think that you mentioned a course or a conference, and you said that staff appeared to be demotivated and overstretched. Maybe you can give us something concrete, such as a response from that conference or comparative figures on how much we need to do. I agree with you: 120 advisers to do the whole of Northern Ireland is probably, in retrospect, a bit lightweight.

1179. I am sorry to hurry you. Does anybody want to ask a question? Are you content?

1180. **Ms Russam**: Would you be pleased to receive an enhanced or augmented submission from us in relation to some of the points that have been covered today and some of the wider issues?

1181. **The Chairperson**: I would be delighted, Susan. In fact, I have invited other people to come along. There are issues that have been raised. Sydney was very good at bringing out certain questions. You made statements that caught our attention, and I would like you to substantiate them, if you can.

1182. **Ms Russam**: We are quite happy as well to invite you out to see our local employment —

1183. **The Chairperson**: It just gives us a wee bit more time. Sometimes, you have to see it to understand it. It is not that everybody can go along, but hopefully some people will go along. Your submission and your time is greatly appreciated. We would really like you to tell it as it is and let us know. Thank you very much indeed.

6 February 2013

Members present for all or part of the proceedings:

Mr Basil McCrea (Chairperson)
Mr Thomas Buchanan (Deputy Chairperson)
Mr Jim Allister
Mr Sydney Anderson
Mr David Hilditch
Mr Chris Lyttle
Mr Fra McCann
Ms Bronwyn McGahan

Witnesses:

Ms Carol Fitzsimons	*Young Enterprise Northern Ireland*

1184. **The Chairperson**: I remind members that this session is being recorded by Hansard. Carol Fitzsimons, the chief executive of Young Enterprise, has talked to the Committee in the past, so she will be familiar to us.

1185. Carol, I do not want to cut you short in any way, but I would like to cut to the chase. I know that you are more than able to do that. Tell us what we should be doing with careers. You have listened patiently to some of the other things that have been said.

1186. **Ms Carol Fitzsimons (Young Enterprise Northern Ireland)**: I will just give a bit of context. I know that some members are familiar with Young Enterprise as an organisation. Others may not be. I will give a brief overview of what we do.

1187. We are a charity that works with young people who are aged from five to 25 years. The majority of our work is with post-primary schools. We also deliver in the primary sector and, to a very small degree, in the further and higher education sector. We interact with over 100,000 students each year. We do that with the support of over 1,000 volunteers from the local business community, who come in and assist in the delivery of our hands-on active learning programmes. Our three key themes that we work towards are creating growth and interest in entrepreneurship; building the employability skills that we have been discussing; and empowering young people — giving them self-confidence in what they do.

1188. We would like to recognise that we are in a fortunate position with the revised curriculum in Northern Ireland. It is important to acknowledge that. In the previous session, a member mentioned Learning for Life and Work, which is part of the revised curriculum in Northern Ireland. That is not the case in other areas. Therefore, although we would like to see much more work being done to build employability and skills in schools, we are in the fortunate position that there is a genuine interest and desire to do that.

1189. With regard to the careers piece specifically, Young Enterprise believes that, as we all recognise, the days of a linear career — a job for life — are very much over. We believe that the Careers Service now needs to provide a framework that allows young people to understand what their individual employability skills are; recognise that they are transferable skills; understand how they can map the employment landscape and what career opportunities are out there; and, then, reskill or change their career paths in order to, basically, have lifetime employability. So, it is really about moving away from a linear career path and recognising that young people need to have lifetime employability skills.

1190. As regards the provision from the Department for Employment and Learning (DEL), as opposed to Department of Education (DE) specific careers teachers, DEL support really comes in at two key points in the post-primary sector. By the nature of the education system, that focus is primarily

on qualifications and what someone's next choices are with regard to exams. Our view is that we need to shift that emphasis, so that lifelong learning and employability truly permeates on a cross-curricular basis throughout schools. Again, we are fortunate that that exists in the curriculum through statutory provision. However, we see that the application of it is inconsistent across the board. So, we work with some schools where there is very positive engagement and a large focus on students' employability. In other schools, there would not be the same level of uptake for the sort of work that we do.

1191. Again, our work extends right back to age 5 because we very much believe that it needs to be something that goes through every year group and is approached by looking at a subject and seeing how it links to later life and employability. If we take mathematics, for example, we would look at that with regard to how you run a business, what that means with regard to finances and how it will relate to the real world.

1192. Overall, I suppose that it is about preparing young people to become lifelong learners and creating the expectation that they will need to change careers and reskill, and that that is not because the career system has failed them; it is a clear expectation that that is, now, the world in which they live. We would like to see that the work that is done with careers in school prepares you with the skills to look at what skills are needed and to constantly reskill yourself, rather than trying to set people on one, straight pathway.

1193. In essence, that is what our programmes aim to do. We link in with and bring business into schools. Young people set up and run their own businesses. So, it is about them developing their own employability skills. Again, as the people from the Gasworks Employment Matching Service (GEMS) mentioned, it is about having an early opportunity to develop those skills and understand how they can be applied in the workforce.

1194. We are delighted that we have been very successful in our work with schools. However, there is increased demand that we cannot meet due to our limited financial resources. Last year, we had our highest ever figure, and there is genuine interest from and engagement with the schools. It is a very much a support service for schools that is complementary to their work. Last year, we were able to deliver to over 100,000 students, which is a fantastic figure in that it is one in three of the school population. However, I am also very conscious that that means that we have not delivered to two in three.

1195. **The Chairperson**: You say that you engaged with 100,000 students, which is one in three. How much engagement did you have with them?

1196. **Ms Fitzsimons**: The programmes range from a half day for some, and others will run a business over a six- or 10-week period or over a full academic year. It will depend on the year group that undertakes the programme. At primary level, it is typically about an hour a week over six weeks, and, at post-primary level, due to the academic pressures, we find that, in some year groups, schools can only afford to spend half a day on employability skills. We would like our education system to find some way of measuring the successful outputs of our young people — not just their academic achievement but also the employability skills that they achieve at school. The risk is that, if we say that we want to assess the skills of young people coming out, that very quickly converts into an examination system. We recommend that more focus is put on using the likes of Learning for Life and Work to build personal portfolios of skills that young people can take with them into education.

1197. **The Chairperson**: Could you use the model of Young Enterprise, which some people might think is start-your-own-business-orientated rather than orientated towards general careers, in your organisation or in a complementary organisation that looks at employability

skills and teaches people what skills employers want?

1198. **Ms Fitzsimons**: Absolutely. The company model is the one that most people are familiar with, and we have been running that for 25 years in Northern Ireland. Through that, young people set up and run their own business over the academic year, and they trade and sell their products at local trade fairs. Some members may have visited those. That is primarily concerned with entrepreneurship, but it also very much builds employability skills. Some young people change their career choices as a result, because they may have been in charge of marketing at the trade fair, discovered that they have a thirst and an interest for that line of work and decide that marketing is a career that interests them. By being a member of a company, they get an understanding of the different careers that make up a company and the employability skills that are required.

1199. **The Chairperson**: We understand that. We heard in earlier submissions that people do not have the confidence and are not able to present or articulate what they want to do. Is it possible to create a programme, and would your organisation do that? The outcome might not be how to run a business but how to make a presentation, prepare for an interview or something along those lines.

1200. **Ms Fitzsimons**: Absolutely. We aim to incorporate the idea that entrepreneurship is one piece and that the employability of the young people is a key element of it. Many people will go through the programme and not want to start their own business, and that is perfectly acceptable. However, they will still have gained communication skills through interacting with members of the public and gained finance skills.

1201. **The Chairperson**: I have one question, and I will then invite members to ask a question. If you have the resources and time in your organisation, I would invite you to suggest a methodology to expand from your idea of starting up a business, because not everybody will want to start up their own business. I am impressed by the reach of your organisation. You get to 100,000 people in our school population in an external format, and I want to see whether we can do that with jobs. You might need to make a proposal on how that might be done, which might feed into people's ideas of a part of a solution. I am not saying that it would necessarily be you who would deliver it.

1202. I just want to get an idea of the numbers. How big a budget do you have?

1203. **Ms Fitzsimons**: There are two aspects to the organisation. There are the mainstream schools programmes and an International Fund for Ireland project, which is cross-border with Junior Achievement Ireland. That specific project runs out in August of this year because of the fund coming to an end, and that specific project has quite a large budget of £1·8 million. Setting that project aside, because it is winding up, our mainstream schools programmes operate with a budget of just over £1 million, of which we receive £650,000 from the Department of Education. That £650,000 is to deliver the programmes to 60,000 students, and that is our target. Our mission is to maximise our delivery, so we also attract additional funding from private organisations and foundations where we can to increase the output of what we are able to deliver.

1204. **The Chairperson**: Is your source of funding in your general accounts?

1205. **Ms Fitzsimons**: Everything is in the accounts.

1206. **The Chairperson**: If I were to ask you how you make up the shortfall of £350,000, you would tell me that it is made up of charitable donations, and that will be itemised?

1207. **Ms Fitzsimons**: Yes.

1208. **The Chairperson**: So, there is no problem in understanding what that is. You deliver programmes to 60,000 pupils at £1 million, and you do other things at £1·8 million — money which is under threat?

1209. **Ms Fitzsimons**: Yes.

1210. **The Chairperson**: Finally, how many people do you employ or organise?

1211. **Ms Fitzsimons**: We employ just under 50 staff, although if that is taken at full-time equivalent, it probably comes down to around 39. Half of those are involved in the residential programme, which necessarily has a high level of staffing because they are out at residential, overnight camps. We are based throughout Northern Ireland, so we work across each of the six counties. We typically have two members of staff covering all of the schools in each geographical area.

1212. **Mr Lyttle**: Young Enterprise is an absolutely fantastic organisation. I have had close contact with the organisation, in particular at a Young Enterprise project in Ashfield Girls' High School in east Belfast. The utility of it for me is career planning and exposure to the type of employability skills that were spoken about earlier. On a visit to see the Young Enterprise group in operation, one young pupil was taking a phone call from the 'Belfast Telegraph' regarding an on-telephone interview that she was doing. Another was doing the accounts and another was involved in making a product. It exposes young people to the skills involved in work in a way that a classroom is never going to. It is an absolutely fantastic organisation. Carol, do you think that it should be expanded further? In what way could it be integrated with career development to utilise the key contribution that it makes?

1213. **Ms Fitzsimons**: Thank you for your kind remarks and interest in the organisation. We would be delighted to see it expanded further. It goes back to your point, Chair, about the level of engagement. In some of the year groups, we get a small period of time with the young people. With the Company Programme, we get a very extended period of time. We have recognised the success of that, and we have also introduced for year 10 a version of the programme for younger pupils. That is called QuickStart, and it runs over 10 weeks. This year, we have introduced a six-week version of the Company Programme, which runs in primary schools at primary 7 to give them more opportunities. Our mission as an organisation is that every young person at school will have had the opportunity to start up and engage in some sort of business.

1214. **The Chairperson**: OK. I get the point. I am happy for you to point us in the right direction or send us the documentation regarding your current projects. I am particularly interested in what is done at the younger end.

1215. Could you take your experience and do a similar thing in addition to, and separate from, the enterprise bit? It could be something that gives people life skills and prepares them for work, whether it is about making a presentation, doing a CV or learning what a job looks like. I just wonder if an option might be to draw up a programme on the basis of what you already do. You could probably quantify the cost. It would have to be publicly tendered and so on. However, if we even had a quantum, it would be useful to see if we could do that. If you would undertake to do that for us, we would be very pleased to receive that information.

1216. **Mr F McCann**: Thank you for the interesting presentation. Do you contact schools, or do schools invite you to do a programme? On the point about geographical spread, this Committee has focused on NEETs and areas of high deprivation. Does the programme focus on that to encourage people?

1217. **Ms Fitzsimons**: As I said, we are based throughout Northern Ireland. We operate with 86% of post-primary schools. Therefore we approach and work with the vast majority of post-primary schools. Where we do not work with post-primary schools, it is typically either because the school does something in-house that it feels is better or it feels that it does not have the time for us in the curriculum. However, the vast majority of schools work with us at some level. Disappointingly, we operate with

only about 15% of primary schools. That is purely down to the financial resource that we do not have. If we were to deliver more at primary level, it would be at the expense of post-primary. That is the strategic choice that we make at the moment. We have significant additional demand from those schools that we cannot meet.

1218. In relation to NEETs, we have worked with alternative education provision in the past. It responds particularly well because it is a very experiential act of learning. We have had very successful results in that. In the tender for the collaboration and innovation fund, we bid to apply the model to the NEETs setting. Unfortunately, that bid was unsuccessful. We have the ambition to apply it to, and to do more work with, the NEETs sector, but we were not successful in that bid unfortunately.

1219. **Mr F McCann**: Did the Department advise where you went wrong with the unsuccessful bid?

1220. **Ms Fitzsimons**: That will happen at 2.00 pm today; that is where I am going next.

1221. **Mr F McCann**: I will ask you about that next time you are here.

1222. The Chair posed this question earlier. You understand the remit of the inquiry and what we are trying to do. For you, what is the best thing that could come out of this inquiry?

1223. **Ms Fitzsimons**: It would be a recognition that the work of Young Enterprise is the foundation of employability skills for young people. We talk about the Programme for Government and what we expect to achieve in 2030, and we expect young people who are at school to achieve all these great things. However, they will need the skills.

1224. **The Chairperson**: What should the Committee recommend? What issue could we address to improve careers guidance?

1225. **Ms Fitzsimons**: It is about recognising the value and importance of skills, in addition to academic education, at school. Ultimately, we still measure the success of our schools on their academic output and qualifications. We need to find a mechanism whereby the employability skills that our young people come out with are valued as highly without there being another exam.

1226. **The Chairperson**: That is right.

1227. **Ms McGahan**: Thank you for your presentation. I have a 16-year-old daughter, and this issue is very significant for her. She is doing a controlled assessment with what the local enterprise centre does for young people in respect of self-employment. It forces them into research, which is very encouraging. The local enterprise centre encourages young people to sit on its board of directors, which is also a good initiative. Uptake is another issue, but that is happening out there. Do you have any outreach offices? I am not too sure about the details of your organisation. Are you based anywhere outside Belfast?

1228. **Ms Fitzsimons**: We have an office in Banbridge, which works across the southern region and into Dungannon, where you are based. We have offices in Omagh, Derry and —

1229. **The Chairperson**: Enniskillen?

1230. **Ms Fitzsimons**: No. The Omagh office covers Enniskillen; it goes across the Sperrins and lakeland.

1231. **The Chairperson**: How many offices do you have in total?

1232. **Ms Fitzsimons**: We will have six offices across all the counties. It is representative of each education and library board; it is in proportion.

1233. **The Chairperson**: It is fair to say that your problem is not making contact with schools but not having sufficient resources to meet the demand.

1234. **Ms Fitzsimons**: We could extend our reach significantly. We could double what is delivered at primary-school level tomorrow, but it comes back to the point about approaching schools. We cannot

approach the schools, because we cannot deliver to them.

1235. **Mr Anderson**: Carol, thank you for your presentation. Your organisation is doing good work, as we all know. It has been running for quite a number of years. Have you any way of measuring the success of the young people who come through? Do you have figures that go back over the years? I know that we are in difficult times and that there are many factors to consider. However, is there any way of charting what you have achieved over the years?

1236. **Ms Fitzsimons**: We are licensed to the Young Enterprise UK charity, so our research is typically carried out UK-wide. A student on our company programme is deemed twice as likely to start their own business as someone else and is typically 30% more financially successful in their career than somebody who has not done the programme. Therefore there is research, and I can send additional research to you. Our local research focuses on the value of having enterprise education versus not having it. There is significant research to show that it makes a difference to young people's employability. However, it is a challenge, as it takes time to assess it longitudinally.

1237. **Mr Anderson**: Therefore you may have some figures on that.

1238. **Ms Fitzsimons**: Yes.

1239. **Mr Hilditch**: Carol, this morning's presentations have had an emphasis on delivery at primary level. Is there any area that we should be looking to for good practice?

1240. **Ms Fitzsimons**: We were the first in the UK to introduce it at primary level, and that was because we are part of Junior Achievement Worldwide. We looked to our Junior Achievement counterparts in the States, transferred the Junior Achievement primary learning models, and adapted them for Northern Ireland.

1241. At the other end of the scale, namely post-18, we would like to extend our provision significantly to further and higher education, as there is a demand from those sectors. One of the universities approached us recently to look at having an entrepreneurship module as part of its degree delivery. It is typical of all the business schools in the States to have a start-up; in Babson College students have to run a business over a semester. We would love to replicate that model. The reason that we have not done so is because the funding is linked to the Department of Education, which constrains us to stay in that sector. There is an opportunity to develop and grow at both ends of the scale.

1242. **The Chairperson**: Carol, thank you very much. It would be useful if you would send us information on your programmes. You have expertise, or at least knowledge, of how to reach larger numbers of people, perhaps in a school environment but without the direct school leadership thing. We would be very grateful if you would do that for us. We will talk more to you. Thank you very much indeed.

6 February 2013

Members present for all or part of the proceedings:

Mr Basil McCrea (Chairperson)
Mr Thomas Buchanan (Deputy Chairperson)
Mr Sydney Anderson
Mr David Hilditch
Mr Fra McCann
Ms Bronwyn McGahan

Witnesses:

Ms Kirsty McManus	*Confederation of British Industry*
Mr Peter Shields	*Etain Software*
Mr Gordon Parkes	*Northern Ireland Electricity*

1243. **The Chairperson**: I invite the witnesses to address us. Kirsty, will you introduce the team? I am really sorry that things dragged on a wee bit, but interesting issues came up that members wanted to talk about. We are pleased to have you here.

1244. **Ms Kirsty McManus (Confederation of British Industry)**: Good afternoon. I am Kirsty McManus, assistant director at the Confederation of British Industry (CBI) in Northern Ireland. With me are Gordon Parkes, who is NIE's HR director and our representative on the careers advisory steering group; and Peter Shields, Etain Software's CEO. I thought that it would be interesting for the Committee to hear first-hand views from the business community about where we see opportunities for improvement in careers advice. Without further ado, I will pass over to Gordon.

1245. **Mr Gordon Parkes (Northern Ireland Electricity)**: Chair and Committee members, thank you for the opportunity to present our views on this issue. We are aware that time is short. We will set the scene by saying a few things at the beginning, but the questions and answers will be the most valuable part.

1246. As you have heard many times, the context, on the one hand, is an economic downturn with unacceptable levels of unemployment; yet, on the other hand, many employers — we have two of them in the room — are experiencing skills shortages. We want to give you two views on how skills shortages manifest themselves in practice. How can we say that the careers strategy is delivering when we have skills shortages and, at the same time, people who are unemployed?

1247. We believe, from all the work that we have done, that effective careers guidance starts and can be strongest at the earliest stage with parental influence and at primary school. It is also where there are weaknesses in the current process. Early intervention is not yet happening. The curriculum has been redesigned, and that was a very good piece of work. However, when we look at what is happening in practice and how we measure schools and teachers, we suggest that a great deal of work needs to be done. We will come back to that in our discussion later. Just to set the scene, there are more than 84,000 employers in this part of the world, 97% of whom have fewer than 50 employees. The reason we are stating that is that those employers tend to be much more informal in their processes. How they recruit people tends to be informal, and when they look for young people they tend to look particularly for experience. Therefore, there are issues relating to 97% of employers employing fewer than 50. Two hundred and seventy-five employers have more than 250 employees; they are the larger employers. They have a role to play in the supply chain and in educating and helping small businesses to engage more in the process. We will be saying more about that.

1248. The profile of Northern Ireland and of employers in this part of the world, and

the fact that 97% of them are small, is one of the key difficulties. No matter how much work we do on it, getting that group to engage is the key challenge. There will be some thoughts on that also.

1249. Labour market information is key. If you go to the DEL website you will find labour market information, but it is hidden away in a little box labelled "statistical information". It is there; it is good information and a good piece of work. However, if you look at labour market information on other websites, type in the question; "where will jobs be in the future?" and go to Scotland, you will get a whole raft of information about where jobs will be in the future. We thought that it would be helpful to outline to the Committee the CBI's view of where the new jobs — not replacement jobs — will be in the future. The projections to 2020 in the CBI's current research suggest that there will be circa 10,000 jobs in the ICT sectors; 7,500 in the agrifood sector; about 6,000 in health technologies; 1,700 in advanced manufacturing; 21,000 in tradable services; 10,000 in tours, 11,700 in creative industries; 1,600 in green tech; 7,000 in renewables, power and energy; and circa 49,000 induced direct jobs as a result of consumer spend. That is about 125,000 jobs. Is that labour market information available so that young people can see where jobs will be in the future? No, it is not.

1250. **The Chairperson**: Over what timescale are you looking at that into the future?

1251. **Mr Parkes**: Sorry, I thought I had said that. It is the period to 2020.

1252. **The Chairperson**: And you are emphasising that those are new jobs as opposed to replacement jobs.

1253. **Mr Parkes**: That is important information that young people need to have. Where will the jobs be in the future? It is also important information for parents. A great deal of work is needed in that area to ensure that labour market information is much more accessible and available, that it sits in the website and is much more clearly identified for the normal user.

1254. We thought that we would start by giving you two case studies, one from a large and one from a smaller employer — one with 250-plus employees and one with fewer than 50. I will give you the Northern Ireland Electricity story first. We provide, maintain and run the electricity grid; we take electricity from the generators and transport it to the suppliers. We are effectively building and maintaining all the wires and poles. That is what our workforce does. We employ people all over the North, and we have three training centres — one in Derry, one in Ballymena and one in Craigavon. The power sector that we sit within faces substantial skills shortage, and there is a great deal of research on that. The National Skills Academy for Power's latest piece of work states:

"The UK Power Sector is facing an issue that … threatens the continuity … of the country's electricity supply",

1255. and that an imminent shortage of skills exists.

1256. That is very real for NIE, because our labour market used to be purely —

1257. **The Chairperson**: Can we make sure that we get a link for that document?

1258. **Mr Parkes**: Yes; it is from the National Skills Academy for Power, from November 2010. I can forward it. How does that manifest itself for NIE? We used to be able to rely on our employees living and working here; now they get job offers not only from all over the UK but from all over Europe. That means that we could lose all our substantial investment and training to other parts of the world. On the one hand we have significant demand; on the other, the supply of people coming through with the right skills is not there. I want to deal with that on two levels: the graduate and higher skills level; and the apprenticeship level.

1259. It is important to outline the reasons why there is a skills shortage. The sector has an ageing workforce: 30% of

the workforce can retire in the next 10 years. Not only are the people ageing, but so too is the infrastructure; it is over 40 years old. It needs to be replaced right across the UK and Europe, and we are no exception. As you are aware, there is a growth in renewable energy, and there is the issue of sector attractiveness: young people do not see this as an attractive industry in which to work. That is our problem, and we are already doing a great deal to fix it.

1260. All those factors combine to create problems. In a standstill situation over the past five years, when we did not want to grow our workforce, we had been going out to recruit half a dozen electrical engineering graduates. Over that period, we are 15 short. That is a relatively small number, but it is 15 important, high-skilled jobs that we were not able to fill in what was a standstill situation before we moved into the situation we are in now, in which skills shortages become acute because of the workforce and network profiles.

1261. We cannot achieve the level of graduates that we need. We are working closely with the universities, and they have been working with us. We have developed scholarships, and that will help for the future. NIE now sponsors people from their first year at university, right through. That will help, but it takes two, three or four years to come through. However, some of those initiatives are very new — many have been happening within the past two to three years — and they have not yet affected the employment profile.

1262. Queen's takes 70 undergraduates into electrical engineering, and it is working that on the demand profile. However, people find the degree very difficult, and they struggle with maths. There can be a 20% fallout, so of those 70 people we lose 20%. Coming out the other end, our sector — the people who are interested in power — is likely to get five or six. For the three years that I have been part of the careers steering group, I have been doing outreach presentations to young people, right back into the school sector. Coming out the other end of the university, we still find that there are five or six young people who are skilled at graduate level. We set the bar very high; we are looking not only for technical skills but for interpersonal and employability skills. Of those five or six, we usually end up with two or three with the right skills. The two or three that we take are world-class. They are fantastic, but we need more of them, and the system needs to help us to deliver more of them.

1263. **The Chairperson**: How much do you offer a graduate engineer?

1264. **Mr Parkes**: Twenty-five thousand pounds for an electrical engineering graduate; a non-engineering graduate gets £10,000 less. The salaries that people can earn in this sector are extremely attractive. I am not sure that young people and their parents fully appreciate that.

1265. I move now to the gaps in graduates. Last week, we launched an apprentice-to-graduate programme, which sponsors our best apprentices to allow them to become graduates. That will help us to bring people through the apprentice route. We do not have the same skills issues and shortages in our apprentices, but it is interesting to listen to the statistics. In the past two years, we have taken on 50 apprentices. We had more than 4,000 applications over two years for those 50 apprenticeships. Last year, 300 of the 2,000 applicants did not bother to complete the paperwork and the on-side information that was needed. Previously, we had complaints that it needed to be online. We put it online, but, still, 300 people did not bother. Another 300 to 400 did not turn up for the aptitude tests for basic skills in numeracy, literacy and mechanics. Of the 1,700 people who sat those tests, 600 came through. When we put them through the practical test, we got 200 people, whom we interviewed. Of the 200 that we interviewed, we got 45 with whom we were very happy. That was 45 out of 4,000 — just over 10%. We can afford to be choosy, because the jobs that we offer are, potentially, jobs or careers for

life, not necessarily with us, but in the sector generally.

1266. There are, therefore, issues with regard to how the system is delivering employability skills for employers, and we are prepared to give the person the technical skills through an apprenticeship.

1267. **The Chairperson**: I am interested in that bit. I do not know how we want to do the structural bit. The apprenticeships issue is fascinating, and we will deal with that as well. Perhaps you are just not offering graduate engineers enough money. What would happen if you were to offer them £40,000? You are talking about world-class engineers.

1268. **Mr Parkes**: It is a very good question and a very good point. We benchmark our salaries in the local market and across the UK and Europe. As a result, £25,000 is about to become £27,000, which is the current market rate. Your point about whether that is enough is valid. We have to be mindful that we have to keep ourselves competitive in world markets because —

1269. **The Chairperson**: I just think that we totally undervalue engineers. What is the comparative starting salary for a policeman? I am sympathetic to the need to train up. If people have globally transferable skills, then we are competing in a global market. You just have to pay the price.

1270. **Mr Parkes**: I agree. We are subjected to that market demand. The key thing is that people are prepared to take a slightly lower salary to start with, provided that we can offer them a career progression and do it quickly. We are doing that.

1271. **The Chairperson**: A couple of thousand pounds in salary to a graduate who is starting out is nothing to an organisation such as the NIE. You could be talking about someone who will build £1 billion of infrastructure on the grid. The risk to the project is that you do not have skilled labour. I am just making that point.

1272. **Mr Parkes**: It is a very valid point. We accept it. We have a commercial pressure on us. Inaccurate labour market information is being given to us and we are being told that we are paying our people too much. We have to win that argument.

1273. **Mr Anderson**: You need to tighten your belt, Chair.

1274. **The Chairperson**: The way things are going, Sydney, I might need to. *[Laughter.]* We will just leave it there.

1275. **Ms McManus**: The issue is about supply and demand. There continues to be an oversupply of teachers and law graduates. I spoke to two law firms this week. They have six places and 150 applications. The message is not getting out that there are career opportunities in those sectors. We should not have 70; we should have 700.

1276. **The Chairperson**: We have had a problem with engineers since I was a graduate engineer, which was a wee while ago. Engineers add value. There is an issue. It is the law of supply and demand. People should be paid the professional rate for a professional job. They are critical to the infrastructure of our society. I am not being overly critical, but we need to take a longer-term view. The fact is that we were not recruiting in the industry for a period of time. Power and transmission engineering look fairly boring, but you could suddenly realise that the grid or something at Ballylumford needs to be replaced, and people will then wonder, "What happened there?" We have to take a long-term view on careers, and industry has to play its part in doing all of that. Gordon, back to you.

1277. **Mr Parkes**: I will hand over to Peter to give his case story. We will then come back to what we are doing about some of that stuff.

1278. **Mr Peter Shields (Etain Software)**: I think I would like to reskill as an engineer in that industry. I own and run a local software development company called Etain. We have been going for 13 years. We are indigenous; we are self-

owned; we have no investors, and no externals influence us. Our growth over the past 13 years has been relatively slow. We have 41 staff, of which 36 are technical software developers.

1279. Our client base includes Sainsbury's, the Co-op and Morrison's. We work with six banks across the UK and Ireland. Eighty per cent of our costs are staff costs. We are a people business; we do not have any other material coming in. Our average salary is about £32,000. Our starting salary for a graduate is £22,000, as they come out of college, but that will rise quickly. Within about three years, they will certainly be close to £30,000 if they are capable and competent. The average age of staff in the company is about 27 — I probably lift that. All of our staff are IT graduates, bar one, who has no A levels but is probably one of our top technical developers. Graduate level is not essential, but it is slightly.

1280. Last year, 40% of our business was outside Northern Ireland. A comment made earlier about the engineering sector also applies to the IT sector: why do you not pay more? We have become inflationary. The ability to compete on a national and international stage becomes a greater difficulty for us. Although we are starting to push outside the boundaries and into the wider economy, we can quickly become uncompetitive in that space.

1281. Last year, we increased turnover by about 17%; so, in a recession, we have grown significantly. We had a net increase of seven staff — in the 2012 calendar year, we took on 10 and lost three. I do not have the figures for last year, but, in 2011, the equivalent of a third of our profit from 2010 was spent on recruitment fees. We are throwing money into a service industry that is adding no value to us, because we cannot source staff.

1282. **The Chairperson**: Peter, you do not have to tell us, but what is the quantum of what you are paying in recruitment fees?

1283. **Mr Shields**: It depends on the agency. It is between 15% and 17%.

1284. **The Chairperson**: As a quantum out of your business, is it £100,000 a year, or what is it?

1285. **Mr Shields**: In 2011, we spent in the region of £40,000 on recruitment fees.

1286. **The Chairperson**: OK

1287. **Mr Shields**: As far as our plan for this year is concerned, I could take five new development staff now if we had them. We have long-term clients in particularly attractive sectors, such as banking, who want software developed now, and we are having to avoid them. We cannot service them in the timescales that they want. I have to accept that the quality of staff is also limited, so the problem is not only with quantity but with the quality of staff coming through. We will bring on additional staff, but we recognise that we will lose some of those staff simply because they do not have the skills and capability. They may have a degree and the qualifications, but they do not have the core competence to be technical software developers. Our plan over the next three years is to grow. We have 41 staff now, and we plan to have around 70 staff by the end of 2015. We have growth plans, and we are significantly inhibited in being able to carry those out and achieve them simply because of the supply-and-demand issue.

1288. **Mr Parkes**: In my role, I also sit on the careers strategy group, and I have been able to influence a number of initiatives in that group over three years. Our view of the careers strategy is that, at the level of initiatives and as a strategy, it is relatively sound. We would like to see improvements in the implementation of the strategy, specifically back into the school sector.

1289. The latest initiative in communities that has been launched is a guide produced for parents. You have heard many times about the importance of parents. In my organisation, I talked to 20 of our employees who have schoolchildren in the four-to-11 age group. Only two of them, 10%, had seen the guide.

So, we are good at getting initiatives and reports, but the key now is the implementation, getting it out there, and making it much more user-friendly. All of this information is on the DEL website: if you know where to look, you can find it, and it is very good. I am in the middle of this, and I like to think that I am fairly skilled at finding my way through it, but there are 10 different routes by which you can go on to the careers website. The issue is about how it is currently structured.

1290. There has been a lot of talk about the curriculum. The curriculum, as it sits for four-to-11-year-olds, has a whole section on careers education, information, advice and guidance (CEIAG). One of the sections on language and literacy involves interviewing family and community members about the workplace. Again, from a test of 20 of my employees, I know that not a lot of that has been happening in their schools for their children. So, the curriculum is good and is there, but the problem is how the current process measures the outcomes of schools and teachers' and head teachers' objectives. This can be voluntary, and lots of schools are doing it well, and lots of schools are doing it badly. We work with many schools across the North. At best, what we have is patchy — from a role model, where there are excellent pieces of work being done, to those who do not engage whatsoever. The engagement is not measured. It has been measured in England, where a study was done by KPMG entitled 'An Evaluation of Education and Employer Partnerships'. That study showed that 66% of schools at primary and secondary school level had limited, intermediate, or no engagement with employers. We suspect that the situation is fairly similar here, and the CBI is currently seeking, through its membership, to sponsor a study of that engagement here. We all have anecdotal evidence, but this has never been studied practically, and we think that this is something that will help.

1291. **The Chairperson**: I want to put a challenge to you that should not to be viewed negatively. In the past, industry took responsibility for training its own apprentices, and Harland and Wolff trained loads of people. At some stage, however, it discovered that it was a good idea to shift the costs of training from industry to government and started to look to colleges or universities to do that. The net result is that we have now run out of people. I wonder whether industry in general feels that it ought to start doing it not only for its own needs, which will be periodic, but to invest in careers advice. In other words, Gordon, should your industry grouping not do that? If it already does, how much does it spend on primary and secondary schools and on saying, "this is what a job looks like"?

1292. **Mr Parkes**: We invest heavily in that.

1293. **The Chairperson**: How much is heavily?

1294. **Mr Parkes**: We have three fully-funded training centres with which we run our apprenticeships. We get welcome support from DEL, but, should that support disappear, we will still, as an organisation, run those apprenticeships.

1295. **The Chairperson**: I am not talking about apprenticeships. You say that the key bit is parents. You have held up the DEL thing and said: "This is excellent, but nobody is doing it". My challenge is this: why is industry not doing it? I will deal with software engineers in a moment. Why is nobody saying: "This is the career; we have to invest further down the funnel?" You cannot just wait and hope that something will come out of a university, because people are making decisions much earlier.

1296. **Mr Parkes**: I accept what you are saying, and the answer is that we are doing it. In my role, over the past three years, I have spoken to probably 80% of careers teachers and careers advisers. My organisation has 25 people devoted to outreach and has a whole section on outreach initiatives. That is a key part of our CSR strategy for the future.

1297. **The Chairperson**: I have two key points. You are a large employer, but you have already said that the bulk of employment

in Northern Ireland is from SMEs, which are probably not able to convey that they have opportunities. Umbrella organisations such as the CBI need to take up the slack, because we all need a vibrant employment market. I will leave that with you, because I want to bring in colleagues.

1298. Peter, there is a worldwide demand for software engineers in your industry. Why do you not just pay them more? A graduate software engineer will earn you a fortune, so why do you not pay them £40,000 a year out of university? You are competing in a global market, and you will make profit out of it. It is supply and demand.

1299. **Mr Shields**: Can I answer that in a second and answer the previous question first? Even though we are a small company, we engage with schools in the IT sector. Two schools, Grosvenor Grammar School and Glengormley High School, come to us for lectures. We have a sponsored student in the first year at Jordanstown who we bring into the organisation on a day-release basis. We are trying our best to make it attractive. It is an initiative on its own. It is not co-ordinated but is simply one organisation making an initiative. There is maybe a lack of co-ordination.

1300. **The Chairperson**: I talked to Momentum, and I am supportive of it. I have a degree in IT, and I have run a software company. You are sitting here telling me that you cannot recruit sufficient people; that whatever the industry is doing is not working, and that you are not getting sufficient people in. Invest NI tells us repeatedly that it has all sorts of inward investment opportunities if we only had the engineers. I know that there is an inflationary cycle, but we are living in a global market and people have transferable skills. Once you have three to five years of software engineering behind you, you are eminently employable elsewhere. We have to raise the market. Why does that not work?

1301. **Mr Shields**: Our market place is largely Ireland — Belfast, Dublin and Cork. We do some work in GB and America, and a bit in Australia. The knock-on effect of inflation on our wage bill will be felt by the rest of the economy, because we service the rest of the economy. So, that will be felt elsewhere as we pass on costs. Can I just come back to —

1302. **The Chairperson**: I will tell you what I want you to do, now that people are starting to notice. If you would let me come back in a minute, because I do want to deal with the issues, but Fra wants to ask a question, so perhaps you will answer that and then take it in the round.

1303. **Mr F McCann**: I do not know about the Chair raising the market, but he certainly cornered the market in the conversation that we have had up to now.

1304. **The Chairperson**: Next.

1305. **Mr F McCann**: It was a plea from the heart for an engineering job after his career here finishes.

1306. **The Chairperson**: Thank you.

1307. **Mr F McCann**: All of the stuff that you raised is interesting. A guy who runs an engineering company in Tyrone came in here a number of months ago and said exactly what you said. He put the blame directly on the choices made and the advice given by teachers in directing people into what would be called traditional education options, such as law, medicine and teaching. How do we get around that? You speak with enthusiasm about what is required. Many of the people who are delivering careers advice may not have that enthusiasm and may take an easy option. If anything comes out of this inquiry, what should we do to make it right?

1308. **Mr Shields**: There is not one solution that is going to fix the whole thing. The Chairperson is right to say that industry has a role to play. I am an ex-chairman of Momentum, so I am very heavily involved in what Momentum has been doing. Momentum has had huge support from DEL. It has been excellent in the support it has given, as have DETI and Invest NI, but we are still not getting enough people coming through schools,

and we have to make it attractive at that level.

1309. Of all of the things that are happening, a lot of them are fragmented. There appear to be lots of things. We met about 10 minutes before we came in here, and we all had different statistics and different numbers. There is no one organisation or group that is pulling the whole thing together, be it cross-departmental, cross-organisational or whatever it might be, and that is responsible for it. We have a role to play. Industry cannot walk away from this. Industry has to make it attractive to schools, partner up with schools and be part of the solution. However, there is something at school level that means that kids are not choosing science, technology, engineering or maths subjects and are not pursuing those through to the open opportunities that DEL, further education and higher education are making available. That is a big challenge for all of us around the table.

1310. **Ms McManus**: I will respond to that comment. I just read the statistic that, across the UK, 132 million working hours are wasted because employees and their skills are not best suited to the job. Ultimately, this ties in with having the right careers advice. We are calling for a more co-ordinated function so that if a business, particularly an SME, wants to engage with a school, it can go to a one-stop-shop and that engagement could be brokered for them. The CBI would be keen to play that role. I do not take the criticisms. I think that a lot of our businesses are quite passionate and are involved in the school system. That is why we need the evidence base to showcase that to you. I know that a lot of our members are on boards of governors or provide work experience. I will show you the evidence of that when we get the report. We ask for a one-stop-shop to organise this in a much more co-ordinated way. Why is the career strategy review not happening this year? Why are we waiting until 2014, when, clearly, we have skill shortages here that are happening and are live? We have youth unemployment of 20% yet we have industries here that cannot fill vacancies. The system is broken.

1311. **The Chairperson**: Yes.

1312. **Mr F McCann**: I represent the West Belfast constituency, which has huge problems in education attainment, social problems and things such as that. Do you interface with any schools in west Belfast to encourage them to take up careers in places such as the NIE or your own business?

1313. **Mr Shields**: We have two schools, and in both of them the contacts have been personal. The daughter of the head of ICT in Grosvenor Grammar — which is one of only four schools in Northern Ireland teaching ICT — played tennis with my daughter. We had a conversation, and suddenly we had a connection. With Glengormley High School, it is simply because I went to college with the head of ICT there. The framework to allow us to hook into schools is not there; it is not strong enough. It is the personal connection that allows it to happen, but it is an initiative rather than a —

1314. **Mr F McCann**: How do we mend it?

1315. **Ms McManus**: We need more focus, particularly in those schools, and a more co-ordinated approach. Some schools have personal contacts with business at the moment and do a good job, but what about those schools in west Belfast or even in Derry that do not have those connections? Why are we letting them miss out on this opportunity?

1316. We have numerous examples of where very successful CEOs have been invited back to their schools to talk, and that when the school reviews their records of achievement and see that that they failed their A levels they are disinvited. That happens in the school system. Furthermore, on a tour of a factory, the teacher may say, “This is where you will end up if you do not do well in your GCSEs”. For schools, university is the only route, and they are not encouraging the entrepreneurial spirit

or even apprenticeships. That is why we are quite strong in advocating a one-stop-shop that will broker deals between business, education and the schools so that not all schools are missing out, which is the case currently.

1317. **The Chairperson**: In your submission, you mentioned earlier intervention. I am interested in how industry might help government address the problem. You need to talk to parents, because many parents do not have the wherewithal to talk about computing. It is a different generation, and you can even say the same thing about teachers, many of whom qualified when computing was still a stack of cards that you put through. For example, very few teachers really understand power transmission or those sorts of issues. There is an issue about how we say to people, "This is where the careers are".

1318. **Mr Anderson**: Thank you for the presentation. I cannot get my head around this. As a big employer, NIE, you talked about an ageing workforce and about apprenticeships. If apprentices were brought into your company over a period of years, that should, in some way, have sorted out the problem of an ageing workforce. You said that 50 apprentices have been brought in in the past two years. How many were brought in 10 years ago? Were there 50 or were there none? Was it single figures?

1319. **Mr Parkes**: We are constantly renewing each year with around 10 apprentices a year.

1320. **Mr Anderson**: Was it never more than 10?

1321. **Mr Parkes**: Two years ago, we brought in 40 in one year because of the need.

1322. **Mr Anderson**: Was there a time when you brought none in, Gordon?

1323. **Mr Parkes**: There was one year when we brought none in.

1324. **Mr Anderson**: There was another year when you brought in about six, yes?

1325. **Mr Parkes**: It tends to reflect the demand at industrial level for craft staff.

1326. **Mr Anderson**: Was it a lack of vision at the time?

1327. **Mr Parkes**: No. We have constantly brought in apprentices, and it is always based on the demand at craft level. I am talking about higher skills shortages, such as those for engineers and the people who design, build and develop the next pieces of infrastructure. That is where the skills shortages are, and apprentices become craft staff and they maintain that level. That is their role. Very few of our previous apprentices — less than 2% — have been capable of developing to the graduate level, but because of the economic downturn, we are now getting a higher level of apprentice, and more of them can now become graduates. The capability of the individual to move through to becoming a graduate in a high-skill area is where we are seeing the —

1328. **Mr Anderson**: In past years, Chair —

1329. **The Chairperson**: I want to support you on that, Sydney, and I have a specific fact. About three or four years ago, the Department for Employment and Learning did a special course to convert people into software engineers, and the uptake of jobs in the industry was 50%. The Department said, "You, the industry, told us that there is great demand and you, the industry, did not employ the people we produced". That is the same point that Sydney is making that, where there is inconsistent demand, central government has difficulty planning in those areas. If we train people — and it takes a lot of public money to do that — you have to find some way of getting them to use their skills in our part of the world. Otherwise, they will choose not to do so or they will go somewhere else.

1330. **Mr Parkes**: The point is valid. Every business, large or small, faces costs of £70,000 to train one apprentice, and, with every employee that we bring in, we have to justify it in our cost base, which has to be kept low. We went through a period of years of downsizing and have gone from 3,000 employees to 1,300 because that needed to happen to make us very competitive. We were a low-

quartile performer and inefficient, and we are now a top-quartile performer and very efficient. From that efficient base, we can now begin to recruit people again.

1331. **Mr Anderson**: Gordon, you are touching on exactly what is wrong here. I do not accept the point that, with apprentices coming through, we are finally getting the sufficient skills we need. With further and higher education and the different courses that people can do, they can become very skilled and very well-educated. There is no better person to get than someone who has an apprenticeship and who has perhaps also worked in tandem with further education, whether at HND or degree level. That is the class of person that you would want to have in your company. I know people such as that, and they do great jobs. There has been a failing in the sense that there has been a period in which apprenticeships have not been allowed to come through and acquire the sufficient skills in the numbers that were needed to put you, as a large company, in a better position today.

1332. **Mr Parkes**: I agree with you generally. In this part of the world generally, apprenticeships have not been invested in. There are examples of companies — my own is one of them — that have continued to invest even in the difficult times, with only one year of non-investment in apprentices. I do not accept that point with respect to my employer, when we have made business cases to bring apprentices in when we were told that we should not. I accept what you are saying. I accept that it is an easy cost-cutting measure for businesses, but that is short-term thinking. In the long term, it has to be about knowing where the jobs are and investing for the future.

1333. **Mr Anderson**: You touched on the point about employees leaving to bring their skills to other parts of the UK or wherever. Do you find that the apprentices you train up head off as well?

1334. **Mr Parkes**: We now provide career progression for apprentices through to what is called technician level. That level is very marketable; yes.

1335. **Mr F McCann**: This point probably applies to a number of employers. When you bring somebody in as an apprentice, you are not only skilling them up; that person will also have an inbuilt loyalty to the company, sometimes from when they join the company until they retire from that company. They build that experience. As Sydney pointed out, if you are not continuously replenishing that and bringing people in, there may be people coming in who are not loyal to the company but instead, as the Chair said, are loyal to the wage bracket that the company is offering for a short period.

1336. **Mr Parkes**: Even in the current economic climate, when a lot of people are receiving job offers, we still have a low labour turnover. We have a loyalty from our workforce who stay with us because they see a potential career for life.

1337. **Mr F McCann**: The purpose of this inquiry is to try to come up with recommendations that will allow us to deal with the issue. You interface with the universities and colleges. Do you see any reason for optimism with what is there now and what will come out in four or five years' time?

1338. **Mr Parkes**: I see a lot of reason for optimism. I stated it earlier, and I will restate it. All the good initiatives to make this happen have come within the past three years. These things take time to work their way through. All the initiatives will begin to bring success. There is optimism. The key thing is the co-ordinated approach that we are talking about. Everything is too fragmented. We do not need another new initiative. We need all the existing initiatives to be co-ordinated through one central source. That source does not exist at the moment, but it can do so within the existing structures. Some restructuring is needed to make the whole thing more customer-focused, with the customers being the students and employers.

1339. **The Chairperson**: I will draw it to a close, because I know that we have gone on a bit. I appreciate that you are here at the end of what has been a long session for us, but this is not the end of the story.

1340. There are a couple of points, in particular, that I take on board. We need a co-ordinated approach. My challenge to that — which I mean as a call to have a debate — is that it is quite difficult for us, as a Government, to respond at the same speed as the private sector. If you do not have a continuous demand for young people with skills or older people with skills, we will have difficulty matching that demand.

1341. **Ms McManus**: I do not know if you are aware, but the Department is now running three working groups on ICT, engineering and agrifood to address the skills shortages. We cannot continue to have these working groups. We need a more co-ordinated approach.

1342. **The Chairperson**: I agree. However, you will understand that this is not the Department for Employment and Learning. We are the Committee for Employment and Learning with responsibility for oversight, which is exactly what we are doing. We will ask: what is the issue?

1343. As both an engineer and a software engineer, I have a certain amount of sympathy with the issues coming forward. Last night, I was at a meeting of the Energy Institute. I could sit and talk to Gordon about the fact that the assets have been sweated for so long, that we will have to rebuild, that the regulator is telling us that £1 billion needs to be put into the grid to meet our renewables target, that the renewables industry says that we do not have any skills, that people say that we should go offshore, and that no one is telling us, in policy terms, whether we can really afford offshore wind as a carbon substitute. Those are all big issues.

1344. What is emerging from our findings is the necessity to engage parents in decision-making and that it is important to start earlier in the chain; in primary schools, for example. There is also that we all have a social responsibility. In areas such as Germany, which seems to get it right, there are long-term commitments between trade unions, industry and government about how to do it. We accept that there will be ups and downs. Peter may or may not agree with this, but, as far as software engineers are concerned, the biggest problem was not really the downturn a few years ago but when Nortel went, when we had the dot-com boom and bust, and when everybody said that this does not work any more and went elsewhere. As part of a strategic framework for Northern Ireland, we need to identify the sectors that we think are growth sectors. It would be very helpful if you put down the jobs that you would like to do. We need to co-ordinate all the activities of government, whether it is DETI, DE or DEL, and our citizens to produce the skills that we need.

1345. This session and all the other sessions have been reported by Hansard. We have asked people to tell us specifically what to do rather than giving us the flimflam that everyone is doing a terribly good job already. If we were all doing really well, we would not have a problem. We are trying to sit down and say specifically what would we like to do. You are invited to have a look at the report that was brought up and re-engage with us, and, if there is anything that you want us to take on, having read the Hansard report, we will do it. We are very supportive of the activities that you are doing already. We would just like to find some way of drawing what you know to be the right answer into government thinking. We will be your ally in that regard.

1346. Thank you very much for coming. I understand that it was at the end of the session, but it is very important. We are serious about doing a good job on this inquiry.

1347. **Ms McManus**: Thank you very much.

13 February 2013

Members present for all or part of the proceedings:

Mr Basil McCrea (Chairperson)
Mr Jim Allister
Mr David Hilditch
Mr Chris Lyttle
Mr Fra McCann
Ms Bronwyn McGahan
Mr Pat Ramsey
Mr Alastair Ross

Witnesses:

Mr Richard Hanna	*Council for the Curriculum, Examinations and Assessment*
Ms Ruth Kennedy	

1348. **The Chairperson**: I welcome Richard Hanna, who is the interim chief executive of the Council for the Curriculum, Examinations and Assessment (CCEA). What is it about CCEA, Richard, that it always has interim chief executives? Do you never have a real chief executive?

1349. **Mr Richard Hanna (Council for the Curriculum, Examinations and Assessment)**: I am not in a position to speak on that matter, but I am happy to take any of your other questions.

1350. **The Chairperson**: You are very kind; I was just having a little bit of fun. You have Ruth Kennedy with you, who is the business manager for education strategy. Perhaps you will tell us what that means.

1351. **Mr Hanna**: Yes, my colleague Ruth Kennedy has responsibility for that part of the CCEA that looks after curriculum and assessment. Ruth has other acting responsibilities in her capacity as director of education strategy.

1352. **Mr Allister**: From time to time, the Committee visits employers. Some time ago, we went to Wrightbus, where we heard from the principal a fairly graphic condemnation of school output and school leavers' woeful inadequacies. He waxed lyrical about how the Minister boasts that there are 27 subjects that you can study but that the basic numeracy and literacy of those going into a manufacturing firm such as Wrightbus is quite appalling. Does CCEA feel any responsibility for that?

1353. **Mr Hanna**: The revised Northern Ireland curriculum has at its core communication, which is literacy, and the use of mathematics, which is numeracy, and ICT. Those are core mandatory elements at the heart of the curriculum, although schools have a great deal of flexibility in designing the curriculum experience.

1354. **Mr Allister**: Is there anything wrong with the basic output in numeracy and literacy?

1355. **Mr Hanna**: Recent international studies have shown that, certainly from the end of Key Stage 2, we compare very favourably with other countries in literacy and numeracy.

1356. **Mr Allister**: You think that everything is fine.

1357. **Mr Hanna**: I do not think that everything is fine in our system. We have a very high-achieving education system.

1358. **Mr Allister**: Therefore, when employers tell us that they bring in students who, at the extreme end, cannot read and write, we should not believe them because everything is fine and things are working well.

1359. **Mr Hanna**: That may be an employer's experience, but I cannot comment on the experience of a specific employer. Nevertheless, we recognise that our education system has a tail of significant underachievement that needs to be addressed.

1360. **Mr Allister**: What does that tail of underachievement tell us about our curriculum?

1361. **Mr Hanna**: A wide range of influences and experiences affect the performance of young people, the schools and the system, one of which is the curriculum. The curriculum, as it stands, provides opportunities for a broad and balanced experience for children and young people. As I said, it has literacy and numeracy at its core. I recognise that there is underachievement in our system. That is a matter of fact. However, in my view, the curriculum is not a constraining factor.

1362. **Mr Allister**: Do you have underachievement at the very core?

1363. **Mr Hanna**: I do not think you that can say that there is underachievement with the curriculum; underachievement is an outcome.

1364. **Mr Allister**: Therefore, it is someone else's fault?

1365. **Mr Hanna**: I would not suggest that it is someone else's fault. I just recognise the fact that there are various considerations and influences that affect —

1366. **Mr Allister**: Therefore, you do not think that, from a curriculum point of view, anything needs to change.

1367. **Mr Hanna**: I believe, as the feedback from schools shows, that the curriculum, as it stands, provides a great deal of flexibility and the opportunity for schools to design curriculum experiences that are fit for purpose and which match the needs of children and young people.

1368. **Mr Allister**: Therefore, if there is failure, it is failure in the schools.

1369. **Mr Hanna**: I would not —

1370. **Mr Allister**: I wonder where the failure is; it is obviously not with the curriculum.

1371. **Mr Hanna**: As I say, various elements are at play. Think of what you have described here as outcomes of our system, as opposed to the statutory framework that is the curriculum. It is a matter of fact that we have underachievement. The Department of Education has policies, specifically Every School a Good School, to tackle underachievement.

1372. **Mr Allister**: Do you ever talk to employers?

1373. **Mr Hanna**: Yes. In fact, we have worked very closely with the employer that you just mentioned. We have regular and frequent engagement with employers. The one whom you mentioned specifically has worked very closely with us on our work to support science, technology, engineering and maths (STEM). We have a comprehensive programme to promote STEM subjects. We engage with many employers, including the one you have just mentioned.

1374. **Mr Allister**: Thank you.

1375. **The Chairperson**: I just want to make one point before I bring you in, Bronwyn. As part of our inquiry into careers, we had the Confederation of British Industry in front of us, whose representatives said that Northern Ireland Electricity was looking for 50 apprentices. Of the 2,000 people who applied, 300 did not bother to turn up, and of the 1,700 who sat the basic skills test in literacy, numeracy and mechanics, only 600 made it through. That is a lot of people who did not make it through the basic test. Of the 600 who did make it through to the practical test, only 200 succeeded in it. The figure went from 2,000 to 600. That is an issue that we have to address. I am also keen that we actually deal with careers when we are here. As time is limited, Richard, let us just move on to that.

1376. **Ms McGahan**: Your presentation mentions Learning for Life and Work (LLW). My 16-year-old daughter is doing that course. When speaking to her this morning, she talked quite positively about it, and she feels that she has learnt a lot. When I read the presentation from the National Association of Head Teachers (NAHT), I was a bit surprised to find the statement:

"LLW has been swamped as a 'catch all' content driven GCSE … and … lost relevance".

1377. Do you have any comment to make on that?

1378. **The Chairperson**: Good point.

1379. **Mr Hanna**: Learning for Life and Work is a new area in the revised curriculum. In response to requests from schools, the CCEA developed a GCSE course; demand was driven by schools. The comments that we have had about Learning for Life and Work in the curriculum have been very positive, consistent with what you just said. I interpret your question as referring to the tension between Learning for Life and Work in the curriculum and Learning for Life and Work as a qualification. Is that right?

1380. **The Chairperson**: The National Association of Head Teachers — who will be here after this session — said that it has a problem with LLW. It feels that LLW is well-placed to enhance careers but, unfortunately, is swamped as a catch-all driven by GCSEs.

1381. **Mr Hanna**: From CCEA's perspective, I certainly do not see it as a catch-all. It addresses areas of the curriculum and the school experience that might not have been covered consistently before. In that sense, I see learning for Learning for Life and Work as a very valuable addition to the statutory curriculum and the experience at Key Stage 4.

1382. **The Chairperson**: Richard, Bronwyn is saying that it is a good course that her child actually likes. However, the point is that you would have thought that Learning for Life and Work is about careers advice, yet we do not seem to be getting good careers advice.

1383. **Mr Hanna**: Careers advice is not part of Learning for Life and Work in the curriculum.

1384. **Ms McGahan**: There is an employability section in it.

1385. **Mr Hanna**: Absolutely, but employability is not careers guidance. It is important that I draw a distinction between the two.

1386. **The Chairperson**: We did not say that it had to be careers guidance. We are holding this inquiry because, as Mr Allister outlined, many employers come in here and say that they cannot get the staff or that people do not have the right skills, and many young people say that they have skills but no job. There is a mismatch in our society in some shape or form, and vacancies go unfilled. The question put to us by other people is this: should we be dealing with careers not as regards how to fill in a CV but about jobs and work earlier on? Does the curriculum deal with that?

1387. **Mr Hanna**: The thinking processes leading to educational and, ultimately, careers choices should not be restricted to Key Stages 3, 4 or 5. There is a recognition that decisions on subjects are made at the beginning of Key Stage 4 and, should young people choose to stay on, at the beginning of Key Stage 5. However, the curriculum recognises that that process takes the thinking processes and develops the skills, knowledge and aptitudes that young people need in a career and in the world of work. It cannot be switched on at Key Stage 3; it begins in the foundation years. The curriculum seeks to lay foundations in literacy, numeracy, ICT and in other transferable skills.

1388. **The Chairperson**: I will stop you there because I have a number of members to bring in. Bronwyn?

1389. **Ms McGahan**: This is a separate question on underachievement.

1390. **The Chairperson**: You have the floor.

1391. **Ms McGahan**: I sit on Dungannon and Coalisland neighbourhood renewal. A secondary school in that area has taken an initiative that is additional to tackling that area of work. Do your policies feed into that? The secondary school's approach to neighbourhood renewal is very focused and targeted. I would like to know about your policies for dealing with that.

1392. **Mr Hanna**: The policies on school improvement are the Department of Education's. I can speak on behalf of CCEA and its responsibilities for curriculum assessment and qualifications. We

contribute to Department of Education policies on improvement. However, CCEA does not own the school improvement policy, so I —

1393. **The Chairperson**: Your point is made.

1394. **Mr Lyttle**: Thank you for your presentation, Richard. In your submission, you say that careers guidance should complement the curriculum and be consistent in and between schools. You also say that it should inform young people of the jobs that are available in an advanced economy. How well are our schools doing on those two key aims?

1395. **Mr Hanna**: CCEA's responsibilities relate to the curriculum, examinations and assessment. In promoting STEM subjects, for example, and in engaging with schools, we recognised that there was not as much awareness in some schools — perhaps, in many schools — of opportunities in STEM-related careers or knowledge and understanding of opportunities in an evolving economy.

1396. That has been one of the objectives in our STEM work over the past three and more years. Feedback from schools that engaged in the programme showed that it has helped an understanding of career and job opportunities in our economy.

1397. Our economy is changing; there are jobs now that simply did not exist when I left university. CCEA believes that part of our responsibility for the curriculum and for Learning for Life and Work is to raise awareness of those opportunities. We believe that we have been successful in doing that, albeit on a limited scale.

1398. **Mr Lyttle**: How well are we doing at including parents in the information and awareness-raising process?

1399. **Mr Hanna**: That is a very good question. We mentioned school improvement, and engagement with parents and communities is a critical part of that process. CCEA has limited scope to interact directly with parents, but we can engage with communities when it comes to industry and the economy. I recognise that that is a vital aspect of any successful careers guidance policy.

1400. **Mr P Ramsey**: Good morning, Richard and Ruth, you are very welcome. I served on the Committee for Culture, Arts and Leisure, and in a discussion about the creative industries, I recall a witness saying that 50% of the jobs for the next generation of young people have not yet been created.

1401. In youth employment week, the Committee visited Brussels to listen to various presentations, one of which was by the chief executive of Google Europe. His challenge to schools across Europe was to change the curriculum fundamentally and accelerate ICT programmes into primary and secondary schools to meet the demands of the creative industries in the future.

1402. You made a valid point about ICT skills, but it needs to happen at the grass roots, from primary schools on. What are you doing to meet those demands?

1403. **Mr Hanna**: ICT is a mandatory part of the revised curriculum; it is writ large in it in the same way as literacy and numeracy are. It is one of the three core elements of a curriculum that provides opportunities for engaging in ICT at the very earliest point in a child's school career.

1404. One of the issues that we have been addressing recently is an observation, indeed even a criticism, that ICT is one aspect of engaging with technology and that there is a need for the harder skills, if I may refer to them in that way, of software development and systems design. In response to that, CCEA has developed an A-level qualification in systems design and software engineering to supplement the A level in ICT. The opportunities are there in the curriculum for young people to engage with ICT at the very earliest opportunity. There are opportunities for qualifications, and we are looking at a GCSE.

1405. **The Chairperson**: OK. We will have a look at that.

1406. **Ms Ruth Kennedy (Council for the Curriculum, Examinations and Assessment)**: The statutory use in the curriculum of ICT for assessments comes in next year. In advance of that, the primary ICT accreditation scheme, for example, has been very successful. We have 600-plus primary schools involved in that, on an optional basis. That looks at the more creative aspects of ICT.

1407. **The Chairperson**: Could you send us some detail of that?

1408. **Ms R Kennedy**: Yes. In fact, there are demonstrations of the work online, and of pupils using —

1409. **The Chairperson**: I am trying to rush things through, because we have things to do. The idea about this presentation is that we get the general thrust, and then we ask you to give more information to back it up. There is an issue that ICT is not what we need, and Richard brought it up. We need people with harder skills, and they need to get interested earlier in that area.

1410. **Mr P Ramsey**: I have a quick supplementary question. Since you are trying to meet the future needs of industry, what collaboration takes place with the wider industry and business community?

1411. **Mr Hanna**: Do you mean engagement with the software industry?

1412. **Mr P Ramsey**: Yes; and wider industry.

1413. **Ms R Kennedy**: There has been work going on with regard to STEM, an aspect of which looked at STEM futures, where CCEA worked with MATRIX to identify some of the big themes for the future, such as nutraceuticals. Those then became the target for developing resources and working with schools. We have also had a very productive connection with CERN to produce learning resources, some of which are being used by CERN. We have also implemented a STEM directory, which is open to all local businesses. They can register on it and indicate that they are willing to work with schools. There is a large range of —

1414. **The Chairperson**: Can I put to you the point that Mr Ramsey brought up? Europe says that we will have to change how we do our curriculum. I raise a concern, which I invite you to address — not now, but in writing — that science is no longer a core part. It is part of a part, but it is not front and centre. If you are not doing science at primary school, it is more difficult to get enthusiastic at secondary school. What is the success of getting science and IT taught earlier in the curriculum? Although you provide the opportunity for people to do it, I wonder whether it gets taken up, because there are many optional issues.

1415. **Mr Hanna**: It is not for CCEA to ensure the requirement for schools to provide a broad and balanced curriculum; that is for others. In fact, that is being delivered in schools.

1416. **The Chairperson**: OK. Can you answer the question for us? I understand the different responsibilities, but could you come back to us and say how science is promoted in primary school and throughout the curriculum? Part of that will be along the lines of what Ruth was talking about, and the same will apply for IT.

1417. I want to ask you a couple of specific questions. We have time to deal with it now, or perhaps you will come back to me. At paragraph 1·8 you say that education for employability is not intended to provide careers guidance, but that it helps build an understanding of local economies and develop transferable skills. What skills does education for employability give them?

1418. **Mr Hanna**: As well as what it says there, transferable skills are such things as working with others. It supports the revised curriculum — the statutory curriculum. Skills include problem solving and working with others, which are vital in a working and career environment. Education for employability provides opportunities for students to engage in group activity, work with their

peers and others to solve problems. As the paper says, it is not intended to guide young people into particular career paths. It provides them with knowledge and understanding of various career opportunities; it is not intended as advice or guidance.

1419. **The Chairperson**: Going back to Mr Allister's earlier point, I say to you that schools can influence people's thinking in many ways. I know that this is almost heresy, but you cannot just say, as you do in paragraph 1.1, that the guidance is centred on the needs of the individual. Individuals need to be well informed about what the opportunities are. Nobody is trying to tell them what to do. I worry about the fact that we are too soft on this in all of the words that we use. As it says in paragraph 2.3, it is all about reflecting on the knowledge that is required. It is about reflecting, and this and that. It is about saying, "Oh, you might want to go and do that." Two weeks ago, the Committee heard from a person who said that her ideal job was to take photographs of nature, which is a very nice thing to do. However, I wonder how many people would pay her to do it. The issue that I am interested in is the curriculum and how we can ensure that the skills that society needs and which business is prepared to pay for are given to young people. If I may say one last thing on that, it is that confidence and communication — being able to speak and say, "This is why you should employ me" — are key skills that young people need to get very early on. I wonder where they would fit in to the curriculum, if at all.

1420. **Mr Hanna**: You make a point that I heard as two issues, which, although closely related, are separate: whether the opportunities are there in the curriculum, and whether young people are being given all those opportunities all the time. I can answer the question about whether the opportunities are there in the curriculum. However, as regards the experience that young people are getting day by day —

1421. **The Chairperson**: I understood the distinction. I am happy for you to make that distinction to the Committee again in writing; just to make that point and say, "Here is what we do. Here is how the curriculum provides for the issues that have been brought up." Perhaps you would review the Hansard report and see whether you could address that. I realise that we need to ask other people whether they can take advantage of the opportunities in the curriculum.

1422. **Mr Hanna**: The other thing that you may find helpful would be for us to provide you with details of the uptake of the sciences and, indeed, other subjects, such as ICT, at GCSE and A level.

1423. **The Chairperson**: Our interest is with primary school. I want to bring in Fra for just one question because I have to bring this to a close.

1424. **Mr F McCann**: The discussion up to now has been interesting. Every year, we hear that the number of people who pass exams at different levels has increased. At the other end of that, however, we also dealt with 36,000 people who got no exams or GCSEs. Do you analyse why that has happened to determine how you change the curriculum either with regard to education or —

1425. **The Chairperson**: You have the question.

1426. **Ms R Kennedy**: The tail of underachievement in literacy and numeracy has been there for some years and through different iterations of the curriculum. What has been happening in recent years is a close commitment to looking at how to deal with that. One aspect of that is through the work that CCEA does with the curriculum and assessment, and the focus on communication using maths, literacy and numeracy; how that links in with the Department's literacy and numeracy strategy on achievement —

1427. **The Chairperson**: I have to bring other people forward. That question and others will be in the Hansard report. I invite you to reflect on the report and provide us with specific written answers to those questions. Specifically, the charge is that the move

to the entitlement curriculum — is it entitlement now, or —

1428. **Mr Hanna**: It is the entitlement framework. That is the breadth of qualifications that are available.

1429. **The Chairperson**: Alright, but the issue is that our curriculum has changed so that we have taken our eye off the skills that our employers need, whether they are numeracy and literacy or IT, science or whatever. Obviously, you will come back and tell us, "Here is why we don't think that is the case." I am just telling you that that is a question that the Committee wants to ask. Is our curriculum fit for purpose in order to produce the young people with the skills that our society needs and that they will get a job from?

1430. **Mr Hanna**: We will come back in writing, but, if I may, I will respond briefly. The fact is, perhaps even on the contrary, the focus of the revised curriculum introduced in 2007 was indeed on the very skills that you described, namely literacy and numeracy, and the other skills that employers told us during the consultation leading up to our advice to the Department that they needed. Those skills are the very crux of our curriculum.

1431. **The Chairperson**: Sometimes, Committees ask unfair questions, but they give you the chance to answer them. Would you please answer —

1432. **Mr F McCann**: Two or three weeks ago when we had a presentation, one of the questions was exactly what you said: is the curriculum fit for purpose? We were saying that there were changes that had been implemented and that the difficulty was that they had not filtered down.

1433. **The Chairperson**: I understand the separation of powers, but let us deal with your bit. CCEA deals with the curriculum. I have no doubt that you will come back and tell us that all the things that we want to achieve are in the curriculum. Do come back and tell us that, look at the issues and we will ask others whether they are being brought forward. You might, just because Bronwyn brought it up, reflect also on the NAHT submission, which is in the Committee pack and mentions some things about LLW. We will forward that pack to you. Thank you very much. We appreciate your time.

1434. **Mr Hanna**: Thank you.

13 February 2013

Members present for all or part of the proceedings:

Mr Basil McCrea (Chairperson)
Mr Jim Allister
Mr David Hilditch
Mr Chris Lyttle
Mr Fra McCann
Ms Bronwyn McGahan
Mr Pat Ramsey
Mr Alastair Ross

Witnesses:

Mr Dominic Clarke	*National Association*
Mr Aidan Dolan	*of Head Teachers*
Mrs Clare Majury	
Mr Liam McGuckin	

1435. **The Chairperson**: I welcome Clare Majury from the National Association of Head Teachers (NAHT). Did they make you president, Clare?

1436. **Mrs Clare Majury (National Association of Head Teachers)**: They did.

1437. **The Chairperson**: I welcome Clare Majury, who is president of the NAHT and principal of Holywood Nursery School. Clare, I will let you introduce the team.

1438. **Mrs Majury**: With us today, Basil, we have Aidan Dolan, who is our director of education; Liam McGuckin, who is the principal of Cave Hill Primary School; and Dominic Clarke from Sacred Heart College in Omagh.

1439. **The Chairperson**: Super. The way that we do it is we will just go straight in. Members will have read your paper. Are there any members who wish to ask questions straight off?

1440. **Mr Lyttle**: Thanks very much for your submission, which was extremely helpful. You raised one issue in particular: that, although progress has been made in recent years in relation to careers, there remains considerable variation in the time and resources allocated to careers across schools in Northern Ireland. Will you elaborate on that or include that in your comments?

1441. **Mr Aidan Dolan (National Association of Head Teachers)**: There is not a set time for careers education in a school or even a set level of resources for it. So, it is a local decision in the school as to the amount of time and emphasis that is given to careers. We hear from primary and secondary level schools, and we can also speak for special schools. You will see at the end of our submission that we have taken advice from a number of people who cover the whole range of schools. We would not be asking for it be set from the top that so many hours or so much of the resources should be set, because it will vary, in local conditions, as to the form and type of careers education, from one school to another. It has improved over the years, and continues to improve. The work of the Council for the Curriculum, Examinations and Assessment (CCEA), and so on, has helped schools to move forward and develop things. I know that we have made some criticisms here of Learning for Life and Work (LLW), and so on, but good resources have been created, and I do not think that we should just wash them out. We might go on to make some criticisms, but good work and supportive work has been done. Dominic, from the secondary end, could talk well about some of the differences that exist in schools.

1442. **Mr Dominic Clarke (National Association of Head Teachers)**: I can elaborate from a post-primary point of view. Yes, there are some issues in relation to careers education, information, advice and guidance (CEIAG) in post-primary schools. One point that I would like to make, certainly from our experience, is the work of learning communities. I am sure that most people are aware that learning communities are really just where schools cluster together. The

benefit of the CEIAG subgroup is that the difficulties that arise in a number of schools in the one area can be addressed. There might be a small issue in one school and a small issue in another. When those issues are pooled together, sometimes it is much easier to find a solution. A simple thing would be, for example, if there is a small need in a niche market in careers, it might be very difficult for a school to organise one or two pupils if they had a particular career that they wanted to investigate. However, if there are two or three pupils in the other schools, all of a sudden you have an interested group and you can justify and put together for transportation, for example, to go to an employer.

1443. Also, a lot of work has been done in the learning communities with careers co-ordinators in schools to create resources and to try to find some commonality — not that they want the same produced.

1444. **The Chairperson**: We get the point. Clare, it strikes me that, as we have some newer members, it would be worth just telling us what the NAHT is and how many people you represent.

1445. **Mrs Majury**: The NAHT is the National Association of Head Teachers. It operates in England, Wales and Northern Ireland. In the Northern Ireland branch, we represent the majority of school leaders, and we represent across all the sectors: nursery, primary, special and secondary.

1446. **The Chairperson**: It is an influential group that you have here.

1447. **Mr Dolan**: We have 800 members in Northern Ireland.

1448. **Mr Lyttle**: You also mentioned that there is not sufficient information of the alternatives to A-level education. Can you speak about that a bit? Can you make some constructive suggestions, which we have heard previously from other submissions, on how careers teachers could avail themselves of work experience placements in industries?

1449. **Mr Dolan**: Yes, it would be very helpful if there was a programme that careers teachers could access. They may have had experience when they were working as students, and so on, and maybe for a year or two afterwards, but when they come into the school and are in that career for many years, they might not actually be au fait with changes, and so on.

1450. With regard to the question about qualifications, we do find that. There is a huge emphasis on the Russell Group universities, and they tend to control a lot of what happens in A levels and what is seen as good. There is a tendency towards the academic, which is good — I am not knocking that — but sometimes at the expense, maybe, of the more vocational aspects of qualifications. Some of the things that might, traditionally, be associated with further education — the BTECs, and so on — may not be seen to have the value that a traditional A level would have had. We have talked for years about how you balance that back up. In Germany, there seems to be a much more equal relationship between vocational and academic, but in the UK, it seems to be out of kilter.

1451. **The Chairperson**: I take the point. There is an interesting bit in your submission about the fact that universities tend to skew thinking, and I think that there is a counterbalance for that.

1452. **Mr Lyttle**: I appreciate those comments. In his statement this week about apprenticeships, the Minister said that there is a need for a complete cultural attitude change in how we value vocational learning. It has been helpful to receive those comments from you today. Thank you.

1453. **Ms McGahan**: Your presentation talks about difficulties in rural areas. Clearly, you come from a rural area. Has any consideration been given to taking those services into rural areas? For example, Dungannon town has five post-primary schools. Has such an event ever been brought into Dungannon town, not the district?

1454. **Mr D Clarke**: I do not understand what event you are talking about.

1455. **Ms McGahan**: It says here that the majority of CEIAG events are held in Belfast and Derry. Dungannon town has five post-primary schools.

1456. **Mr Dolan**: I used to be principal of one of the schools that you are talking about in Dungannon, before I joined NAHT. Schools in that area will work closely and organise annual or biannual careers events, to which employers are invited, and they are often held within the further education (FE) college in Dungannon. I think that still continues to be the case.

1457. The problem that we are alerting you to is the number of employers there. There are no large employers, and when you go looking for work experience, it is very difficult to get. It is particularly difficult for the special schools to find work experience opportunities in rural areas.

1458. **Ms McGahan**: I come from the Clogher valley area, and we have a large manufacturing and engineering sector. Obviously, the area of apprenticeships is being looked at. I wondered whether any consideration has been given to that, to encourage people in that area to take up such a career? How have you been proactive in that?

1459. **Mr Dolan**: We are aware of Powerscreen and — *[Inaudible.]*

1460. **Ms McGahan**: There is Sandvik there, and Finlay's as well.

1461. **Mr Dolan**: Yes, there is Finlay's, and so on. They would be involved in those.

1462. **Ms McGahan**: Right, OK.

1463. **Mr Dolan**: They would certainly be invited, and I think that I have seen them at stands, and so on, presenting work opportunities. This week in the 'Tyrone Courier', one of those companies — I do not think it is Finlay's — has a huge ad about employment opportunities.

1464. **Ms McGahan**: Finally, I have a daughter who does LLW. She is 16. I spoke to her this morning and she is very positive about it. I was very surprised to read your comments about it, stating that it is:

"a "catch all" content driven GCSE"

which

"has lost relevance in the secondary school".

1465. **Mr D Clarke**: Let me just address that sore point. Yes, it is a very popular subject with a lot of kids. As it is not a purely academic subject, it gives them an opportunity, as was said in the previous presentation, to develop a certain amount of transferable skills that they can bring into it. In relation to careers, there was a misconception that was drawn on the fact that employability is part of learning for life and work, and is completely separate from careers advice. It tries to develop skills right through Key Stage 3 and into Key Stage 4. What you find when you take the feedback from some teachers in relation to LLW and the strands of LLW — citizenship and personal development — a lot of issues are then being put in. Some aspects of the co-ordination of LLW are that one of the challenges is that you have to decide what issues you want to deal with, what you will focus on, in relation to the strands of employability, citizenship and personal development. So there are just more and more things being added, just as society evolves and the issues evolve.

1466. **Mr Dolan**: That is what I meant by a catch-all. When there is something like that — a personal development issue — let us stick it into learning for life and work because we are all alive and most of us have to work. So it can fit in there, but it gets too wide. It might be an area that needs development in resources. It is good that your daughter has had that experience, but, sometimes, that is not always the case. It can be a bit content-driven with some teachers and in some areas.

1467. **The Chairperson**: Can I just say to you that the benefit of this inquiry — and I am going to suggest something to you at the end of it — is that it is an opportunity for you to tell us, and we will feed into it. I have said to all people

coming forward that I do not want any particular punches pulled. We have to deal with this issue. It is the case that, if people like it, that is great, but somewhere along the line we have to give our young people the necessary advice and guidance. I will, at some stage, Liam, get onto the primary schools as well, so do not think that you are going to escape on this thing.

1468. **Mr Dolan**: I was just listening to some of the things that were going on earlier that were fairly negative about what is happening. There has been some really major good news about what is happening in the Northern Ireland education system, just before Christmas, in international studies. If we are bad, it is still the case that, in the English-speaking world, in literacy and numeracy, we are sitting up there at the top of the tables —

1469. **The Chairperson**: Particular members want to go down certain routes. We look at things, and there are underlying issues about numeracy and literacy. We have got that. The particular bit that I want to deal with here now is careers advice. I will restate it, just so that we know why we are looking at it. We get a lot of employers coming to us and saying that they have jobs to fill but cannot get the recruits that they need. I have a lot of other young people and older people who say that they have all that experience and all those skills, but they cannot get a job. Somewhere, in the fast-moving world, we are getting a mismatch. That is what we want to find out because we understand the final sentence is that one of the big influences on young people will come from the school environment. Obviously there is parental influence as well. I want to know from the horse's mouth whether we are able to get schools to give our young people the sort of personal guidance that says, "You ought to be looking at this, or here's this", sort of thing. That is really what I want. I will actually say to you, as I have said to other people — so this is for colleagues. The paper is really good. Like all good papers, it begs more questions than it answers. We will find a way of engaging further, but not at this session, because we are limited in time and I want to get the topics out. Bronwyn?

1470. **Ms McGahan**: That is me finished.

1471. **Mr P Ramsey**: You are very welcome. I think the Chair is right to give you an overview of where the Committee is coming from. I will give you an example of a grammar school that I attended about 12 months ago. There were employment mock interviews. We had the business community and various others, and I was in a team of 10 students. Six of those students wanted to be teachers, for example. It was in that context — others can give examples of solicitors or other careers — that the parent would say, "Well, that is nice for my daughter or son to go on to be a teacher". However, the problem is that there are no jobs, so we have to diversify. As the Chair has said, it appears that the careers guidance has maybe not been as consistent as it should be. We could be smarter in what we are doing, so that is why we are holding a Committee inquiry into it — to try to determine best practice and how we move forward.

1472. Parking that, you were here during the previous discussion with CCEA. What relationship do you have with CCEA in its primary schools and post-primary schools that you are involved in? Is enough being done in primary schools to prepare children for the next industry of ICT?

1473. **Mr Liam McGuckin (National Association of Head Teachers)**: From the aspect of ICT?

1474. **Mr P Ramsey**: Yes.

1475. **Mr McGuckin**: The CCEA accreditation is a very good one. We work at it from P3 upwards in primary school. There is one basic problem. If you are going to do the accreditation properly, you need a lot of capacity in bandwidth — I am losing myself here — and the amount of storage on your server. You put multimedia, moving images and things

onto that server, and we only have about a quarter of what we need.

1476. **Mr P Ramsey**: That is an interesting point, and it is the first time I have heard it. There needs to be investment in capital or revenues to ensure — it is something that we can go back to at a later date. Taking on board that Europe is saying that you need to fundamentally change your curriculum and you are still not doing enough on ICT, can we progress further?

1477. **Mr McGuckin**: I think that primary schools prepare children well in ICT. Many primary schools have gone down the line of looking at further technologies, such as iPads, for example. What we have had to do is buy in our own Wi-Fi system, at £38 per month, and fund it out of our local management of schools budget, because Wi-Fi has not emerged for primary schools, and I do not think for secondary schools either, yet.

1478. The problem we have with our curriculum, and it was mentioned previously, is that it is very driven by literacy and numeracy and key stage results. That drives out a lot of creativity and the type of work that we need to be doing with children to make them ready for work in the 21st century. For example, we run an apprentice scheme in school, with a school fair. We give the P7s money, they have a project manager and a sub-manager, and they have to pick something that they are going to buy or make and sell to the parents. That is great. They get skills working together in different areas of things, but that is not what our curriculum is asking us to do. It is asking us to produce children with key stage results in English and maths purely by sitting working individually. We need to give children more chances to work together in groups and, as the Chair said, to speak. For example, at our open morning, I speak for five minutes and I say to the parents who come that our P7s will take them around. Children in Northern Ireland do not get enough chances to speak. In the USA and other countries, children can talk the talk, but they cannot actually do it up here. We can do it up here, but we cannot actually present. So, we believe that that is very important.

1479. **The Chairperson**: I could not agree more.

1480. **Mr F McCann**: This is interesting. In my constituency, a school that I actually attended myself has been identified as a low-achieving school, although the new head teacher has started to make some changes. I have a concern, because the majority of young people who come out of that school will go into local training schemes. The level of educational attainment in it is very poor. So, I am coming at it from that direction, although I am interested in the answers to the questions that you raised. I constantly argue about how different strategies deal with people who have been lost to society. That is why I asked about the number of people who fail GCSEs and what happens to them once they leave school. In this Committee, Basil has certainly been to the fore in and around the sciences and engineering.

1481. We were at the planetarium a number of months ago, and one of the answers that we got was that they go out to primary schools and attract the interest of young people, but that when they leave, the old ways of teaching come in, and most people get distracted away from the likes of education. What they were saying is that if you want people to go into the sciences, you have to get them at five or six years of age. Is there anything in schools that allows people to come through that, or is there anything that prohibits it? What we need is a frank, accurate report that allows us to go and argue for the change that is required.

1482. The other question —

1483. **The Chairperson**: Fra, will you just hold on? I will bring you in for your second question. Will you deal with the issue about younger people?

1484. **Mr McGuckin**: When we look at primary schools, we need to look at the whole child. When you get a child at P4, you think, “What will this child be like at

11? What skills will they have when they leave?" We would like them to have the opportunity to do science. The world around us has now been combined into geography, history and science to have good skills in IT, literacy and numeracy. The problem is that schools are being inspected solely on their numeracy and literacy standards. There is less emphasis on the whole child and on developing the whole person. Schools obviously feel pressure to achieve standards in those two areas. We need to have a wider view of education.

1485. **Mr F McCann**: How would you change it? I know that that is a difficult question.

1486. **Mr McGuckin**: The people who inspect schools need to have a wider viewpoint of what makes a good school and what skills a pupil should leave with, not just numeracy and literacy skills but the skills to speak to other people and skills in science. Just a wider view of education; their view is too narrow.

1487. **Mr F McCann**: Do the inspectors or whoever in the system sit down with you? You are obviously the people responsible. Do they sit down with you and say, "Look, are there problems here? If there are, how can we fix those and deal with them?" Do they listen to your feedback?

1488. **Mr Dolan**: A great question, Fra. As I say, we meet CCEA and the Education and Training Inspectorate on a regular basis. Do they listen to us? To be honest, we feel that they do not. They may take account of some of the things we say.

1489. We have regular meetings with CCEA on issues around key stage assessment, cross-curricular assessments, and so on. We believe that we are the professional voice of leadership in schools and that we should be listened to. We have a lot of points to make about the ongoing changes to Key Stage 3, for example, to do with the assessment of ICT, which you mentioned. It is very hard for us to influence. We can chip away little pieces.

1490. When the Department starts, let us say, to create a new policy, it does not start with head teachers and their opinion. It starts somewhere within its own labyrinth of civil servants. If we can get an early look at that, and sometimes we do, we can get changes made to things. However, by the time it gets to consultation stage, it is nearly set in concrete, and that is what is going to happen. We have had it from 0-6 right through to the current changes that may be happening to GCSEs and A levels. A lot of it is nearly predetermined before the public get to hear about it.

1491. **Mrs Majury**: We are in a system that is becoming increasingly data-driven. The Department and Government like something that you can measure. It is very easy to measure literacy and numeracy. It is really hard to measure self-confidence, creative thinking, problem-solving and all the things that we really need our children to develop. As Liam said, we need to find a way to look at the whole child.

1492. **Mr F McCann**: Chair, you addressed the question earlier in relation to the presentation last week from the CBI about the number of apprentices who had applied, and then it went right down. It was quite shocking to hear what the CBI said about the levels of education that people had and could not apply for what might have been skilled jobs. In terms of —

1493. **Mr Dolan**: Fra, can I just interject? Sorry. The same criticism is made by universities, which are getting the best — let us say the academic people — out of our schools. They say that they arrive and are practically nearly illiterate, according to some of the things I have read. I am just querying some of the things that are said. It is very easy for people to fire this mud around. I brought to you this morning — and I know, Basil, that you have kept me quiet on it a bit — the information on international studies. Do not get too carried away that our education system is somehow a total failure and we are not meeting the needs of young people. As parents,

are your children being failed or are they succeeding?

1494. **The Chairperson**: Let us be clear what we are addressing. If you look at where the jobs of the future will be, the CBI — and I am quoting the CBI only because Fra brought it up — says there will be 10,000 IT jobs in the coming years. There is a worldwide shortage of well-paid IT jobs. We appear not to be able to persuade people that that is a useful thing for their talents. You could say the same thing about renewable energies — you know, the people who are going to go round, whether it is plumbers or engineers, to put up big whirly things. We do not get enough of those either. So, there is a mismatch between what we think — and you actually put it in your paper about where the jobs will come from. People are telling us that they know where the jobs are but cannot get the people. All we are asking is could you not, please, train up the people so that they can get jobs?

1495. **Mrs Majury**: I think there is an issue with funding, particularly with IT. Schools are usually running on computers that are as near to geriatric as makes no difference. I am a nursery principal, and all my kids are coming in and going like that across the screen of a 10-year-old laptop. If we want schools to promote those areas, we have to fund them properly.

1496. Liam is doing wonderful things in his school, but it is all self-funded and it is cutting other areas of the budget to do that. Our budgets are incredibly tight. If we need to get children to work harder in ICT, we need to have the best equipment for them. We need to have broadband that will actually carry the load. Currently, our schools do not have that.

1497. **The Chairperson**: You may also need to have teachers who know about IT. There is a generational thing going on here. It is no disrespect to anybody, but it moves very fast.

1498. **Mr F McCann**: Chair, I just want to make one more point. I know that you hog most of the meetings, Chair, and I usually let you away with it — *[Laughter.]* — but at the beginning of the presentation, Aidan said that there was no set time for careers and that it was up to the schools and would depend on the conditions that existed. What would those conditions be in determining what careers advice would be available?

1499. **Mr D Clarke**: I can speak from our point of view and the discussions that happened in the local post-primary schools. It depends, I suppose, from a leadership and management point of view on the priority that careers are given in any school. For example, to supplement what is LLW in Key Stage 3, we have brought in a distinct careers period for year 10, which is the old third years.

1500. That would not necessarily be the case in other schools. That is a decision that we looked at. We thought about the needs of the pupils and of society, and looked at the pupils to see how they were best served by the time allocated to them. They have x number of periods per week. Other schools may decide that they will deliver the same type of information but do it, for example, as part of personal development. So, it really comes down to a management decision in consultation with the needs of the kids. It is about how you divide up the time that is allocated for any given key stage. It is not prescriptive; there is nothing telling you what you have to do, as is the case for other subjects.

1501. **Mr Lyttle**: There seems to be a real tension between providing quality careers and equality of opportunity to all our young people and autonomy for the school. I am concerned about the term "variation". You seem to have introduced really good best practice there. Why is such a level of variation devolved to the schools?

1502. **Mr D Clarke**: I am not the best person to answer that. I can speak only for my school, but I will do my best to answer the question. It is really down to the management and leadership of the school. There are pressures. When the

results come out about schools, they do not give results about your careers education; they give results on how you did in English, maths, science —

1503. **Mr Lyttle**: That is the problem. What is more important than the employment that a pupil gets at the end? It is not just about qualifications. Is that how we —

1504. **The Chairperson**: I think that the point has been made, Chris.

1505. **Mr Lyttle**: All right.

1506. **The Chairperson**: If you are being judged on your numeracy and literacy targets and not on careers, that is what you will get. We need to look at that. We got your point.

1507. **Mr Lyttle**: Thank you.

1508. **Ms McGahan**: I want to return to something that Aidan said earlier. I sit as a member of the Dungannon and Coalisland neighbourhood renewal partnership. There are high levels of child poverty in those areas, which means that most of the kids have no GCSEs. Sometimes, the problems do not lie with the education system, but in the home, where, for many reasons, kids are not getting support and encouragement. There is a secondary school that has a very focused and targeted approach to dealing with that. We recognise that the problems do not lie with just the education system. It is about building confidence, and a lot of those kids do not have the confidence. I am not quite sure how teachers deal with that, because other agencies may need to be involved.

1509. **Mr Dolan**: Some of the best practice is happening where there are enhanced schools that run programmes that can bring parents in. There are many schools that will do that to upskill parents in basic parenting skills right through to literacy. Schools have done ICT training for parents. We can get some engagement with parents, and some of that is happening in the area that you are talking about. We can get a general raising of a community so that its self-respect can grow.

1510. **The Chairperson**: Can I stop you there? There will be an issue at the end about parental involvement in certain challenging areas where there is more enhancement. I want to bring in two members who have not yet had a chance to speak, and we will come back to that issue.

1511. **Mr Allister**: I wanted to return to the issue of the science deficit. As head teachers, do you accept that the downplaying of science in our primary schools, to the point at which it is not inspected and is not a core subject in its own right, is feeding through to a negative preparation for the career opportunities in the STEM — science, technology, engineering and mathematics — subjects?

1512. **Mr Dolan**: It is difficult to give a yes or no answer to that, because you are looking at a direct causal effect. It would seem self-evident that what you are saying is right. If there is not an emphasis at that young age, where would it come from?

1513. **Mr Allister**: It should not be any great surprise to us that there is a STEM deficit.

1514. **Mr Dolan**: It is maybe not a surprise, but I cannot say for definite. I do not have the research; perhaps CCEA has research that shows that what you are saying is the case. I am just thinking that it sounds likely. If there is not an emphasis —

1515. **Mr Allister**: If we are going to deal with that and have a more focused careers approach and a greater success rate, we are going to have to address curriculum issues.

1516. **Mr Dolan**: That is correct.

1517. **Mr Allister**: That would be a prime curriculum issue.

1518. **Mr Dolan**: Yes. After literacy and numeracy, that area of science and ICT needs —

1519. **Mr Allister**: Would it be your considered opinion that you have to start that at the earliest opportunity?

1520. **Mr Dolan**: It would certainly be mine; I do not know whether anyone from NAHT wants to say anything about that.

1521. **Mrs Majury**: We would be of the opinion that the broader the curriculum, the more beneficial it is to the children. You cannot just focus on a few core areas. You have to look at the whole child and bring everything in.

1522. **Mr Allister**: With respect, my question was about whether we need to reinstate science as a core primary school subject, which would be inspected in primary schools.

1523. **Mr McGuckin**: It is still inspected as part of —

1524. **Mr Allister**: Yes, but it is not in its own right.

1525. **Mr McGuckin**: No. It allows the teacher to take a more overall view. For example, P5s may study the topic of water. That can bring in aspects of history, with the Egyptians, and recycling —

1526. **Mr Allister**: Yes, but will you just help us with something that approximates to a yes or no answer?

1527. **Mr McGuckin**: I believe that the secondary and grammar schools teach science well. I do not —

1528. **Mr Allister**: I am asking about primary schools.

1529. **Mr McGuckin**: I do not think that it affects their career choices.

1530. **Mr Allister**: So, all the talk that we have had about the science deficit in primary schools is just nonsense?

1531. **Mr McGuckin**: It affects us because we need to teach a wide curriculum and make the children aspire to as many careers and paths as possible.

1532. **Mr Allister**: That answer contradicts what I have taken from the tenor of a lot of what has been said this morning.

1533. **Mr McGuckin**: We are saying that we are being judged solely on literacy and numeracy.

1534. **Mr Allister**: We will make what we can of that.

1535. **The Chairperson**: An argument is put forward that, at the age of 10, children are hugely enthusiastic about mathematics, and that we have it beaten out of them by the age of 14. You could say the same thing about science: the years of wonder are from 10 to 13. If we do not get them involved in that at those stages, there is no point in doing a GCSE or an A level because they have gone off to look at the Vikings or something. Do you not accept Mr Allister's point, which was that we have lost something in our science education in the primary sector because we have removed science as a discrete core competency?

1536. **Mr McGuckin**: It enables a school to work with its surroundings and materials. We primary schools are limited in what we can do in science compared with a secondary school. We do not have the materials. I do not want to go back to funding, but we do not have the basic materials —

1537. **The Chairperson**: What if you had the materials?

1538. **Mr McGuckin**: If we had the materials, we could do more. However, it is difficult in all aspects, whether it be money or storage, to have various pieces. I am very lucky to have a very modern school, but I do not even have the room in the school to store equipment.

1539. **The Chairperson**: I do not want to try Mr Hilditch's patience any further —

1540. **Mr Hilditch**: You are all right.

1541. **The Chairperson**: You are very kind, David.

1542. There is an issue. People talk to us about training eight-year-olds in computer programming. If you give kids a chance, they pick it up and away they go. They are great. If we are serious about getting computer programmers, which seems to be what the world

needs, we need to know what we need to invest in. We are picking up that, if we leave it too late, you miss the boat with them. That is why I am really keen to find out what primary schools have to say about this. Our young people are more competent. The primary school education that you get now is completely different from what it might have been 20 or 30 years ago.

1543. **Mr McGuckin**: When you work with young children — Clare has mentioned this — and IT, you need machines that will work. I can switch on a PC in my school, go and make coffee, come back, and it still will not have loaded. By that time, an eight-year-old will have lost interest. Yesterday, our P7s were studying the Titanic. By the time they get the information, the lesson is over. We have 400 children in our school. We have a computer suite of 30 computers that have been there for 10 years. They are not fit for purpose. The kids cannot do the work. We do online ALTA — adaptive learning teaching and assessment — maths, which is a great scheme. Children can work and expand their level. You can have a child at P4 working at P7 or secondary-school maths level if the computer works quickly enough. We need the tools to do the job.

1544. **The Chairperson**: OK. We take that point.

1545. **Mr Hilditch**: This is probably a very similar point to Pat's about work experience. Twice a year, we get people in here on work experience. The young guy who was with me in January gave an example of what was happening in his class. Around 60% or 70% of them went to other schools because they wanted to be teachers. What does that tell us about careers advice? Are we still using historical advice? What is the situation? That is a real figure that is happening out there.

1546. **Mr Dolan**: Positively, it must be that the teachers are good role models. They obviously think that it is a great job, which is good news. However, you want to widen it out. Some of the ideas for doing that include bringing in people from industry, and so on, and widening the experience of careers teachers. The traditional route in Northern Ireland, to use my area as an example, is to go to their local school, which is the Royal School Dungannon or St Patrick's Academy, and then to St Mary's or Stranmillis, and they come back to their area. They might not have had much chance to gain experience in a wider working environment for any period. We suggest that there should be ways for careers teachers to go out on secondment to get more work experience. I do not believe that they even have to leave the country to do that — they could spend some time at Finlay's or somewhere.

1547. **Mr Hilditch**: Why are so many kids still looking to that career when we know that the numbers are not there?

1548. **Mr D Clarke**: May I come in on one point there? This was mentioned much earlier, but I think that we are talking about a generation gap as well. Kids want to train to be teachers because they see it as a vocation and a very good job that they would like to do. There is a dearth of such jobs. There are very few in the local area, but the modern 19- or 23-year-old does not necessarily look only to the local area for employment. They are happy to go to different countries to get employment, in the hope that they will come back. So, although there is a barrier to local employment, they say that they would really like to be a teacher. I have heard teachers tell pupils that they understand that, but they should consider the job prospects. However, the response is, "I really want to be a teacher, and, if needs be, I will go to England, Australia or America. I will try somewhere else, in the hope that I can come back". They are more mobile and look to the global as well as the local market.

1549. **The Chairperson**: Meanwhile, we have the issue of unfilled vacancies for IT, life sciences or whatever.

1550. **Mr F McCann**: Chair, can I just —

1551. **The Chairperson**: Sure; despite the fact that you do not allow me to say anything, you go right ahead, Fra, it is your Committee.

1552. **Mr F McCann**: It is interesting, because we have touched on primary education and secondary education, and Clare raised the important point of how we deal with preschool education. I think that that needs to be included, because it is part of how we deal with the whole cycle. One of the reasons why we started rolling the careers ball was that employers — including, I think, Powerscreen in Tyrone, the owner of which did a major newspaper article on the subject — said that people in schools, colleges and universities were being directed down the old educational routes of teaching, law and medicine. It was said that a mechanism was needed also to direct them towards engineering and computer technology. That is one of the things that concern us. A number of weeks ago, someone from the statistics and research agency (NISRA) told the Committee that there were 550 skilled jobs out there that nobody is taking up.

1553. **The Chairperson**: OK. So you have got the point, and I will not take you over it again because I am under pressure for time.

1554. There are a couple of specific points that I want to ask you to deal with. You may do them a wee bit on the record, but I would actually like you to write to us. It is just that I would like it on the record. The paper was very good, but obviously constrained. So, for instance, you say that the development of self-presentation and marketing skills — presumably along the lines that Liam talked about — is:

"an undeveloped area and constrained by time availability and the lack of resources."

1555. I think that we need to teach young people how to speak.

1556. The next thing is:

"ELB advisors and the Careers Service often lack the time and knowledge to support the work of schools in this area".

1557. That is a fairly challenging statement, which I would like you to have a look at.

1558. Another interesting statement is:

"A weakness of this strategy is the variation of confidence teachers have in integrating careers into their lessons."

1559. I do not need you to deal with it now, but I got the bit about the universities and the BTECs and all of those. However, the following is an interesting issue if we are trying to get people out on work experience:

"But finding a suitable employer with the commitment to provide a meaningful placement can be difficult."

1560. We talked about teacher experience. The paper states:

"Businesses need to be given incentives to run work experience programmes."

1561. We have picked up on some of the general issues, but we have not really talked about the careers provision in schools. As Dominic said, it is fairly variable, and if a school or learning environment is into it, we can go and do it. We would like a definitive statement from you on how you, as head teachers, would do careers if you were all together. I take the point about how the inspectorate, CCEA and various people in the Department want to view things. In my opinion, there are no better advisers to us than NAHT, so I would like to hear you expand a bit on that. We may not have time to do that in a Committee session, but we may get you to come back and have an informal session with members when we have time to deal with the specific areas that have been brought up. I want to put on record the bit about education and library board advisers and the Careers Service often lacking time and knowledge.

1562. **Mrs Majury**: I think that the issue is that the boards are shrinking, and they have been shrinking for years in preparation for the Education and Skills Authority (ESA). That has meant that head teachers and teachers in general have found themselves in splendid

isolation. There is very little training and support available for teachers. I was up at one of the boards, and it described its Curriculum Advisory and Support Service, which is its training service for schools, as having become like A&E because you do not get into it unless you are critical. They are responding to schools that are doing really poorly in inspections and are putting in big support packages, but for other schools that are just trying to develop their competencies, the support is no longer there, and it is something that we will need to see addressed under ESA. Schools need support, and there needs to be continuing professional development for head teachers and for teachers in general. At the minute, that is somewhat lacking.

1563. **Mr Lyttle**: May I ask a short supplementary question in relation to that? How much of an issue is it that the only professional qualification for teachers in careers appears to be the full-time postgraduate course, which is very difficult for a full-time teacher to access? Is that a major issue?

1564. **Mr D Clarke**: It is the first point that I have written down. From a post-primary point of view, you train to be a science teacher, a maths teacher or a history teacher. Careers are central to the development —

1565. **The Chairperson**: We get the point. I have to curtail it because I am under pressure. Thank you very much for your time. Please have a chat with the Committee Clerk to see whether we can have an informal briefing. In any case, I would like you to review the Hansard report and pick up some bits in more detail. Thank you very much.

13 February 2013

Members present for all or part of the proceedings:

Mr Basil McCrea (Chairperson)
Mr Jim Allister
Mr David Hilditch
Mr Chris Lyttle
Mr Fra McCann
Ms Bronwyn McGahan

Witnesses:

Mr Nick Skeet	*Skills for Justice*
Mrs Judith Thompson	
Ms Colette Wymer	

1566. **The Chairperson**: Judith Thompson is the national relationship manager for Skills for Justice. Judith, you will introduce your team. I apologise for keeping you waiting. This session will be a little bit shorter than the previous session because I am under pressure for time. We have met in the past. Justice is such a big issue in our part of the world, yet nobody has any idea about how much there is in respect of skills and skills training, so you might just take us through that first and foremost.

1567. **Mrs Judith Thompson (Skills for Justice)**: Thank you very much for the opportunity to be here. We are delighted to take it up. I am the Northern Ireland relationship manager for Skills for Justice. My colleague Nick Skeet is the director for employer engagement across England, Scotland, Wales and Northern Ireland, and Colette Wymer is our research and policy officer.

1568. I will elaborate on the point that you raised. We represent a very broad sector. As a sector skills council, we have in our footprint all the statutory justice organisations, which are what you would associate with justice. We also cover work with victims of crime and witnesses of crime, and we work with offenders to prevent offending behaviour and with young people, a lot of which is carried out in the voluntary and community sector. Those organisations are also part of our footprint. We cover community safety as well as justice; the two are very interlinked. Therefore, the Fire and Rescue Service is also part of our footprint, as are those voluntary and community organisations that promote community safety.

1569. More recently, we assumed responsibility and are engaging with local government in Northern Ireland. Again, there is a lot of overlapping stuff, particularly around crime and district policing and community safety partnerships and around the wider remit of local government and the legal sector. Very much more hot off the press — my colleague Nick can say more about this than I can — we are in the process of a merger with the Financial Skills Partnership, which brings an economic aspect. That is a very broad range of organisations.

1570. **The Chairperson**: The point that I was not aware of, and other people may not be aware of, is that there are skills and qualifications on how to be an effective court usher.

1571. **Mrs Thompson**: Absolutely. As a sector skills council —

1572. **The Chairperson**: It is really important that people have skills in those very important areas. So tell us a bit about that.

1573. **Mrs Thompson**: OK. All the areas that I have talked about are covered by our national occupational standards. People are familiar with national occupational standards as the basis of vocational qualifications. They define what good practice looks like, so employers use them for recruitment and progression, as well as qualifications. As Mr McCrea said, there are vocational qualifications in relation to court clerks. They exist in the area of policing; they exist for custodial care, covering work in our

prisons; and they exist in relation to work with victims and witnesses of crime. So, they cover the work carried out by Women's Aid, Victim Support and a range of other organisations in Northern Ireland. Our role as a sector skills council is to work directly with employers, identify the skills that they need for their workforce and help them to attract people who have or will develop those skills.

1574. **The Chairperson**: Do members want to ask any specific questions? While they are thinking about that, I will ask one question. I do not suppose that anybody is going through school saying that their aspiration is to be a court clerk. How do you think that we ought to explain to young people that there is a world of opportunity, there are very valuable jobs, and they can get qualifications that enhance their payment and employability? We are looking at how to tell people what you do.

1575. Will members please indicate if they wish to ask a question?

1576. **Mrs Thompson**: Part of our remit is to give that information to those who provide careers advice and guidance. As a sector skills council at this point in time, we are not heavily engaged in giving actual careers advice and guidance. That is the work of the Department for Employment and Learning (DEL) careers advisers. We provide fact sheets for the Department for Employment and Learning, which it passes on to all its careers advisers, around the jobs that exist in our sector, the nature of those jobs, where there may be things that people do not know or have not thought about, such as that the Northern Ireland Courts and Tribunals Service is an excellent place to work. We also address DEL careers advisers on a regular basis to update them on trends and issues around our sector. We have a web page specific to Northern Ireland, which outlines case studies, people's stories and how people have experienced —

1577. **The Chairperson**: OK. We have got the general idea. I want to bring in a few members.

1578. **Mr F McCann**: In my ignorance, I did not know that you exist. That may reflect the information sharing from DEL to the Committee, and to many people in partnership boards or community or voluntary organisations who do not know that you exist. I live in west Belfast, and I do not think that many people know that you exist. There is an issue about how you bridge the gap between using DEL as a middle person and getting to the people who might take up some of the careers opportunities that you promote.

1579. **Mr Nick Skeet (Skills for Justice)**: There are several recent developments, which it might be helpful to outline for the Committee, in how we are taking advantage of opportunities to look at other ways of connecting employers with young people, particularly around things like advice and guidance for careers.

1580. Generally, the justice sector particularly and all the agencies that Judith mentioned have no issue whatsoever in attracting people to apply for their vacancies. Northern Ireland is the same as the rest of the UK, and they are inundated with applications for jobs. Most of those public sector agencies and those that work with them are generally seen as good career options by many people. Jobs in the voluntary and community sector are different, but jobs such as police officers, fire and rescue officers, probation officers and social workers are generally seen as good.

1581. In the past, we have provided information to the careers advice services in Northern Ireland and the other countries in the UK, and we want to continue to do that and, in fact, to improve on it. However, the expansion of our footprint to include legal services, which includes commercial law, and now the merger with the Financial Skills Partnership, which offers huge synergies between those two sectors —

1582. **The Chairperson**: Nick, on the issue that Fra was talking about — I said it to Judith — the reason you are here is that I discovered you as well. It is one of these things; there are so many people employed in our court service. But it is not just in the courts. People work with offenders. There are all these qualifications. We need to find a way of explaining to people that there are careers in this sector other than being a prison officer or a policeman, and that there are qualifications they can get to enhance their earning power and give them a viable career path. People do not understand that there is a career path. I only mentioned the court service because it happened to be the one that I talked to.

1583. **Mr F McCann**: Chair, just one small point: given that there are thousands of jobs in this sector, it would be interesting to find out whether we can tap into the geographical spread of those who apply for the jobs that are available. In many ways, it is about the level of education that may be required to tap into these jobs. That is also important, and it is important that people know it.

1584. **Mr Skeet**: I might be able to help the Committee with that. The justice sector has a higher level of educational requirement than the mean of other sectors in UK plc and the Northern Ireland economy. People generally come into it later in life, and it is often not a first career choice. There are proportionally fewer 16- to 24-year-olds, and the level of academic attainment and achievement is generally higher than other sectors of the UK economy.

1585. We have found that the sectoral organisations have no shortage of advice and guidance through their own channels. However, as you said Chair, it is about informing those career choices. It is like the adverts for the army, the navy and the RAF. There are many careers other than being a sailor or whatever it might be within those organisations; they employ huge numbers of practitioners and professionals in a range of other careers. I agree that there is a job for sector skills councils to do in helping to improve that story for young people.

1586. **The Chairperson**: Nick, I am going to be awfully rude and tell you that we are going to curtail this session. That is only because I have some other people coming in. The problem with this issue is that the more you look at it, the more you want to find out.

1587. I have read your paper, but the information in it about what you do, and so on, is a little bit standard. It would be useful for the Committee if you could provide us with something specific about how your sector skills council might explain to young people that there are careers available in criminal justice or whatever. Will you also include a brief bit about the numbers available and what it would come through as, almost like a worked example? If you put that though, we will look at it. If there are any questions on the back of that, we will talk to you about them.

1588. **Mr Skeet**: Absolutely.

1589. **The Chairperson**: I apologise for —

1590. **Mr Lyttle**: Chair, can I supplement that really quickly?

1591. **The Chairperson**: Of course.

1592. **Mr Lyttle**: A key provision that the sector skills councils seem to be able to make is website-based information. It has been raised a couple of times in our evidence sessions that availing yourself of improved online information for young people would be a step forward. Will you include that in any further submissions —

1593. **The Chairperson**: OK —

1594. **Mr Lyttle**: — and how well your system is equipping young people to interact with online information?

1595. **Mr Allister**: I have a question.

1596. **The Chairperson**: I have tried to stop this, Nick. I am useless as a Chair.

1597. **Mr Lyttle**: Sorry; you tried well, Chair. It was my fault.

1598. **Mr Allister**: Have you any criticism of our careers provision?

1599. **Mr Skeet**: The criticism, if any, would be that there is so much more that we could do and intend to do to better inform the work of the Careers Service and to provide more channels of communication with young people and teachers.

1600. **Mr Allister**: That is a self-criticism; it is not a criticism of —

1601. **Mr Skeet**: I am being polite.

1602. **Mr Allister**: You do not have to be polite.

1603. **The Chairperson**: In fact, we welcome not being polite. You have seen how they treat me.

1604. **Mr Skeet**: The information provided by any careers service is only as good as what it is provided with to impart to children, and Northern Ireland is no exception. We view ourselves as a key agency in supporting that provision. If we are not visible to you, perhaps that is criticism and evidence that there needs to be a more joined-up approach in who is applying —

1605. **The Chairperson**: Do teachers provide placements in the Courts Service?

1606. **Mr Skeet**: I have no idea.

1607. **Mrs Thompson**: I do not know.

1608. **Mr Allister**: You do not know that.

1609. **Mr Skeet**: We do not have access to that very fine level of detail at this time.

1610. **Mr Lyttle**: You could perhaps include that in your response.

1611. **Mrs Thompson**: Yes. I am aware that there is involvement by schools in visits to courts.

1612. **Mr Allister**: Is that on work experience?

1613. **Mrs Thompson**: I would have to check. I know that there are visits and observations. I am not clear whether there are work experience placements, but I could check.

1614. **The Chairperson**: If there is one thing that we have expertise in in Northern Ireland it is the justice system. You would have thought that we would have worked out that there are jobs there as well.

1615. **Ms McGahan**: Like some members, I had never heard of your organisation —

1616. **Mr Lyttle**: Just to balance that out, I had. *[Laughter.]*

1617. **The Chairperson**: Teacher's pet; just keep quiet for once.

1618. **Mr Lyttle**: I needed to defend them.

1619. **Ms McGahan**: I am interested to know whether you work with unemployed law graduates.

1620. **Mrs Thompson**: At the moment, we are working with the Law Society to look at ways of upskilling and benchmarking some of the non-lawyer roles; there are opportunities there. We are aware that there is an oversupply of graduates. There is also work going on in relation to apprenticeships that might provide a route in for some people.

1621. **Mr Skeet**: Judith is right. There is a huge oversupply of law graduates, many of whom take up jobs as what are loosely termed "paralegals" as a route into the legal services profession . Many of them are demotivated, or certainly under-motivated, because it is not the career that they signed up for, and they certainly do not earn the salary that they were hoping for. Until now, the paralegal profession has been 90% undefined; it has been lacking in definition in the roles and skills required; and there has been no supporting national occupational standards and no qualification route or career pathway, other than what employers created themselves. We have undertaken a major piece of architecture building with the legal services sector to develop standards and to develop — primarily in England, because that is where the appetite is — a level-4 higher apprenticeship and a level-3 apprenticeship to follow this spring. The next job will be to work with

employers across the sector and the law societies of the various nations to look at how we can create career paths and information so that the sector and the education and skills systems can change behaviour on what a career in law could be or is.

1622. **The Chairperson**: Folks, I am going to lose quorum, so I will draw this to a close. Thank you very much. If you could put in some information for me, that would be really good. Colette, I am sorry that you did not get to speak but we will get you the next time. Thank you very much. We will have a look at how we can pick things up, and I would like that information back. You can have a look at the Hansard report and see what you can do for us.

1623. **Mrs Thompson**: Thank you. We are always delighted to talk to anybody who wants to talk to us.

13 February 2013

Members present for all or part of the proceedings:

Mr Basil McCrea (Chairperson)
Mr David Hilditch
Mr Chris Lyttle
Mr Fra McCann
Ms Bronwyn McGahan

Witnesses:

Ms Shauna Dunlop	*Sector Skills Councils Northern Ireland*
Ms Siobhan Weir	

1624. **The Chairperson**: Ladies, the members keep talking when I want to talk.

1625. **Mr Lyttle**: You are the Chair.

1626. **The Chairperson**: I know, but I have no control over the lot of you. I will sit and talk, and we will have a discussion. I will work out how best to get the information in your report into the matter. It may well be that I will read it in at the next report. I am sorry that you have had to sit there and wait for a little while. Will I have a quorum?

1627. **Mr Hilditch**: I have to leave in five minutes' time.

1628. **The Chairperson**: Let us get started. When do you need to go?

1629. **Mr Lyttle**: I will stay for as long as you need me to.

1630. **The Chairperson**: So long as we have enough members here to hear this bit. Davy, I understand that you have other things to do.

1631. My apologies, folks, but what we are dealing with is very important, and we are very pleased that you have come to talk to us. You can give an introduction and tell us who you are and why you are here.

1632. **Ms Siobhan Weir (Sector Skills Councils Northern Ireland)**: In some ways, we can continue from what the Skills for Justice representatives were saying, because we are the network of sector skills councils. You heard from Judith and her team, who are one of the 21 sector skills councils across the UK, which represent 95% of all industries. That is what we are.

1633. The key message is that we are employer-led organisations; we do what employers tell us to do, because we have that opportunity. We are not linked to government in that way; we are neutral and objective. At the same time, we do not have to be swayed by what the supply side says; we are demand-led. We respond to what employers say about what qualifications and workforce issues are needed. That is key.

1634. As Judith said in her introduction, the importance of —

1635. **The Chairperson**: Tell us a wee bit about yourself. Judith is the best kept secret in Northern Ireland, in this field. What about you? Where are you based?

1636. **Ms S Weir**: I work from home. As a sector skills council, we do not have the capacity or funding for an office in Northern Ireland. My team is based in London; the researchers and marketing people are in London. I am the Northern Ireland person for my sector skills council. Shauna is something similar.

1637. **The Chairperson**: What do you do, Shauna?

1638. **Ms Shauna Dunlop (Sector Skills Councils Northern Ireland)**: I represent the Learning and Skills Improvement Service. We look after the sector skills issues for the further education sector. We also operate in work-based learning and with some of the wider communities that you are interested in, such as the youth, community and library sectors. My role is UK-wide, but I live here. We want to make it clear that we are representative of a number of agencies,

such as our organisation and Skills for Justice, which have direct links with employers. They collect labour market information and work with careers teams, as you heard from Judith, to try to bridge some of the gaps that we are all aware of.

1639. **The Chairperson**: What do you think of the careers information that we give to young people, or anybody else, for that matter?

1640. **Ms Dunlop**: We have a number of resources available, and we have undertaken initiatives in the past. There is one in particular that Siobhan wants to highlight.

1641. **Ms S Weir**: Information is the key. Careers education, information, advice and guidance is a huge area, but sector skills councils are strong on information and what lies behind it. You might hear about a careers adviser who is not knowledgeable. It might seem that she is not knowledgeable because the information may not be at her fingertips or be as accessible, up to date or presented in a way that is convenient to providing enough information when interacting with a job seeker. Our role is to put information together for her so that she can give advice to the person in a way that makes sense. In my sector, SkillsActive, for example, we are sport, fitness, play/work, and outdoor providers.

1642. **The Chairperson**: There is a feeling, Siobhan, that it does not happen. I know about sector skills councils; they tend to be more UK-orientated, but there are a couple here. I am not sure that young people are necessarily getting such advice as, "Here is your career progression in sports", or, "Here is your career progression in youth work". How do we get this communication to people?

1643. **Ms S Weir**: It is getting better, because we have industry fact sheets. That sounds like a very dull description, but they are fantastic. They are A4 page-sized and written in the kind of language that young people, in particular, like. It tells them what they need to know about a sector, what they need to get into it and what the wages are. It is all on one sheet. That is what we do. That is how we help careers advisers, as they have a very challenging job. They cannot carry around thousands and thousands of job roles.

1644. **Mr Lyttle**: That sounds like really helpful information. It sounds like the sector skills councils have access to a huge amount of labour market information that our young people do not necessarily have access to. Are there ways of making it more accessible? Do we have social media, such as Facebook and Twitter accounts, for the fact sheets?

1645. **Ms S Weir**: Yes. Councils are on Twitter and Facebook and have fantastic sector-specific websites. Some of them are really interactive and draw out of young people in particular what their strengths are and what areas they should focus on. It is very efficient.

1646. **The Chairperson**: Does anybody else find that this is interesting information although we were not aware of it? It is one of the tragedies of life that there is so much information around and that people do not get at it.

1647. **Ms S Weir**: I know. We say that Northern Ireland is a small place.

1648. **Ms Dunlop**: We want to get across today that there are opportunities for us to work with different organisations across Northern Ireland to get information out in the most accessible formats.

1649. **Mr Lyttle**: Is there a website where a young person can go to get all the information that we have been hearing about in the inquiry?

1650. **Ms S Weir**: Yes. The Northern Ireland careers website has web links for all the industries. You drill down —

1651. **Mr Lyttle**: "Drill down" frightens me. How easy is it to access it?

1652. **The Chairperson**: That is the problem.

1653. **Ms S Weir**: If someone is keen on a job, they have to do a bit work for it; they

cannot have it presented on a plate. We make sure that the information presented is accurate and up to date; that is the strength of the sector skills councils. We are all UK organisations, but most sector skills councils will have a manager or a presence in Northern Ireland. We can tailor it and get down to bringing in anecdotal information. For example, the Joey Dunlop leisure centre needs eight lifeguards, and five of them have to be female, because it cannot open the pool if it does not have its quota of lifeguards. However, it has trouble getting that information out. It is about how we make links to alert careers advisers that there is a job opportunity here and now, and the strength of sector skills councils is that we are tapped into that —

1654. **The Chairperson**: David, do you want to ask a question?

1655. **Mr Hilditch**: No.

1656. **The Chairperson**: If people want to interject and ask questions, just do so.

1657. **Mr F McCann**: It has been said that one of the difficulties is the lack of enthusiasm when people try to encourage a certain career path. One issue that came up was the interactive approach on the computer, and the indications are that websites here are of poor quality in comparison to those in other places, are difficult to get into, and that the quality of information is not good. If a person is enthusiastic about delivering a message, it will certainly help in what we are trying to do.

1658. **The Chairperson**: Does anyone else want to say anything? I have a few questions to finish on. In inquiries, it is always the case that you ask a few questions and get answers, but you realise that you need a little bit more information. There are two questions. First, we need to see whether the quality of information that you give out, both in the fact sheets and online, is as good as you think it is. You might organise for us to have a look at that. The second question is: how effective is your interaction with careers guidance people? Do they know what you have? Can they take information that you have? There is a balance between needing eight lifeguards, which is not necessarily a careers strategy but there are jobs available there, to saying that this is a sector that you need to look at because it is vibrant and there are loads of opportunities. It is not just a lifeguard here, but it could be a lifeguard somewhere else or a sports therapist or whatever.

1659. I would be interested in hearing about how effective your interaction is with careers advisers or schools directly. I do not just want a report. What we hear is, "Oh, we do loads and loads of things; I do not understand why there is a problem." We believe that there is a problem. I will state for you — because I have stated for others — that the problem is that loads of employers come to us and say, "We cannot get the quality or calibre of people that we want; if we did, we would employ them." Equally, loads of people who have an education, skills, qualifications or none say, "I cannot find anybody who will give me a chance to show what I can do." Therefore, there is a mismatch. We would like to hear from people not that everything is OK — although there are lots of things that are good — but about what can we do to fix that.

1660. **Ms S Weir**: We can come up with solutions.

1661. **Ms McGahan**: In your presentation, you talk about the need to do more to address the under-representation of females, especially in the engineering sector. Where I live, in Tyrone, the engineering and manufacturing sector is massive. Are there any good news stories that you can give us?

1662. **Ms Dunlop**: We are aware of good examples, particularly in that industry. The sector skills council that looks after that work is Semta. We do not have the information to hand, because it is not our area. However, we will feed further information back to you if that would be useful.

1663. **Ms S Weir**: Our sector overlaps with the childcare sector, most of whose workforce are female. Take a guy who is interested in working with young people and goes to a teacher and says, "I like working with young people. What are the career opportunities?" If he hears about babies and working in nurseries, that is probably as far as he will go, which is a pity. We want a careers adviser to say, "Have you thought of youth work? Have you thought of working with older children? You can be a play worker. It is exciting, and you can have a career in it. It is not all about nurseries and babies."

1664. That is where a sector skills council can come in, as we have direct access to careers advisers. We work closely with the Careers Service in developing the fact sheets; it funds our work on that. We could not do it without that resource and funding. We have to say that —

1665. **The Chairperson**: I know that not every sector skills council has a huge presence in Northern Ireland, because we do not have every industry. However, we heard earlier about the justice one and Semta for engineering work. It would be useful for us if you, as the co-ordinating body, could give us the reality of what areas are working very well, what are the resources and what you would like to do a bit better. Please take this the right way, but I do not need the normal PR flannel that you do everything.

1666. There is good practice in getting the factsheet out. However, I would like to know from the Department whether it is enough to just fling out a factsheet for somebody to happen to look at it. Is this the best way that we can use the information that you have? We need to work it out on that basis. It would be really useful if you could do that and come back to us, and we will work out how to incorporate it.

1667. Does any member need to say anything else on the matter? If not, is there anything that you want to say in conclusion? Have I missed anything that we cannot pick up at a later stage?

1668. **Ms Dunlop**: We want to thank you all for the opportunity to come along and raise our profile. We also want to stress how the national occupational standards may be of use in any future work because they are specific to some of this work.

1669. **The Chairperson**: I do not have the Committee's agreement on this, and I will think about how to put it forward to the Committee at the next meeting. We recently had open days for the universities. People have come along shown the research that they do at the universities. There is such an amount of information. Every time that I try to curtail this conversation, I cannot because we need to do more and more. We may organise a Long Gallery event at which a series of people will deal with all these issues; members can have a look and get a bit more information. People will be able to say, "This is what we do; here is our website." I will put it to the Committee next week, but that might be —

1670. **Mr Lyttle**: A sector skills council open day sounds like a good idea.

1671. **The Chairperson**: It could be done for careers too. Perhaps the National Association of Head Teachers could come. We should give people —

1672. **Mr Lyttle**: I agree.

1673. **The Chairperson**: We can look at that as a way forward and put it as a proposal to the Committee next week. That is the way to follow it up.

1674. This session is being reported by Hansard. I invite you to read the report and come back to us with more information. The Committee Clerk is always looking for more information. *[Laughter.]* Thank you very much for your time and patience. We look forward to engaging with you further on the important work that you do.

27 February 2013

Members present for all or part of the proceedings:

Mr Thomas Buchanan (Deputy Chairperson)
Mr Jim Allister
Mr David Hilditch
Mr Chris Lyttle
Ms Bronwyn McGahan
Mr Pat Ramsey
Mr Alastair Ross

Witnesses:

Dr Deirdre Hughes *DMH Associates*

1675. **The Deputy Chairperson**: I welcome Dr Deirdre Hughes, commissioner at the UK Commission for Employment and Skills and chair of the National Careers Council in England. Dr Hughes advises Greater London on its careers advice structures. We are very glad to have you with us today. We will hand over to you to do a presentation and then open the session for the Committee to ask questions.

1676. **Dr Deirdre Hughes (DMH Associates)**: Thank you very much, Deputy Chair. I welcome the opportunity to present evidence to this Committee. By way of introduction, I forwarded a submission to the Committee in association with Professor Jenny Bimrose. I wear a number of different hats in my day job: I am a portfolio worker; I work at the University of Edinburgh, where I research young people's use of information and communication technology (ICT) for career decision-making; I work mainly at the University of Warwick, looking at issues to do with labour market intelligence and career decision-making; I have my own business, DMH Associates; I sit on a number of organisations such as the UK Commission for Employment and Skills; and I have had the privilege of working in Northern Ireland on more than one occasion to look at your careers strategy. I am here today to say that I specialise in careers policy in the UK, the European Union and on an international basis. I have worked in this area for over 25 years. I am from Coleraine, originally. I think that this is a very important topic with regard to the social, economic and educational outcomes for young people in Northern Ireland.

1677. **The Deputy Chairperson**: Thank you very much. I will open up the meeting to questions from members.

1678. **Mr P Ramsey**: Good morning, Deirdre. You are very welcome back to your own patch. I have been reading the notes that you sent. You talk about the importance of improved social partnerships. What do you see as the right model for social partnerships?

1679. My second question is of a similar nature. In your submission, you talk about innovative and creative approaches to careers. We have seen that as well. There has been evidence of it in ICT and the creative industries, but is there anywhere in Scotland and Wales where they are doing a wee bit better than us, or where there is a model of good practice?

1680. **Dr Hughes**: Your first question was about social partnerships. Findings across the UK, in Europe and further afield show that partnerships are the key to success, particularly when resources are very limited. Also, when you look at an area like careers, you see that it cuts across a range of different sectors: schools; colleges; universities; and community developments. I have looked at a number of different countries. For example, I have just come from Croatia where I have been doing some work. They are looking to do something different, and their model is to build on the jobcentres and ensure that careers services are seen as a community service that is different from having to go to the jobcentre. They are building a cadre of highly qualified

careers professionals because they have seen evidence in other places that that can work. That is one particular model.

1681. Looking across the UK, what is happening in England is very different from what is happening in Scotland, Northern Ireland and Wales. It is sometimes known as an England experiment, where the market and the free market is now operating and private sector organisations are coming in. Having looked at a number of systems across the world, I believe that what really makes it effective is where there is a real clarity of purpose as to what the added-value benefits are of coming together and working in the interests of young people and adults. So, for social partnerships, as finances become tighter and tighter, it is really important to look at how the public sector can work effectively with the private sector and the voluntary and community sector. Linked to that, we must find ways to look at new possibilities and having some innovation.

1682. With regard to innovative approaches, I want to put on the record that I have looked at career policy development in Northern Ireland over the past 10 years. I was very much involved in looking at the development of high street resource centres. In Dungannon, I looked at ways in which the provision could be improved for local people, and it was peripatetic.

1683. On an international stage, I have pointed proudly to Northern Ireland, where there are models of really good practice. There is a lot of innovation here, but there is always room for improvement. I have been feeding to Catherine Bell specific examples of innovation. Indeed, there are not many countries where the Minister will come to sit in on a workshop of careers advisers looking at labour market intelligence. It should go on the record that the Minister here has taken a strong interest in that.

1684. With regard to innovation, we have to look at how we involve parents in getting an understanding of the world of work and how it has changed since they were at school, their experiences and their aspirations for their children. Interesting models in Canada look at how parents have been engaged through education in the communities to look at how the world of work has changed and to become more aware of opportunities and reinventing routes into work that are, perhaps, very different from the ones that parents have been familiar with. So, parents are one example. I will give you three, and then I will stop but please do ask me more if it is helpful.

1685. The second innovation, which I saw recently in England, Wales and Scotland, is an initiative whereby employers come in more to schools to give insights into the world of work. There are initiatives called Inspiring the Future and Speakers for Schools where the idea is to have an online matching system where schools can look at having a database of people who are willing to give short talks and introduce children from a very early age to possibilities that may not have occurred to them.

1686. In another example, the Department for Employment and Learning (DEL) in Northern Ireland, and the equivalent Departments in Scotland and Wales, recently came together to see whether they could gain added value by working closely on labour market intelligence and information, and how they could learn from My World of Work in Scotland and the Careers Wales websites, which are highly innovative — I can say that from an international perspective — in the use of ICT and labour market intelligence to help the man and woman on the street to understand where opportunities are.

1687. **Mr P Ramsey**: Deirdre, thanks very much. You bring to the table a bit of quality with your experience.

1688. **The Deputy Chairperson**: Deirdre, you said that there was no shortage of models of good and interesting policies and practices but that the challenge was how best to implement those more widely. Where do you see the gaps in implementing those and what should we be doing to put them out more widely

and make better use of the good models and best practices that we have?

1689. **Dr Hughes**: There is significant scope to learn about good and interesting models of practice in Northern Ireland, across the UK and further afield. A recent development here that I believe is progressive is the careers strategy steering group, which brings DEL, the Department of Education, employers and the higher and further education sector around a table, where they have been getting to know each other and learning about models of interesting practice. The group is very new; I think it has met only twice or possibly three times. I was invited to present to that group. What I learned that day was they were talking to each other about how they do things in a certain way and there was a notion to join together. My one concrete recommendation to strengthen that forum would be to involve more employers, particularly a representation from small and medium-sized enterprises. Gordon Parkes of the Confederation of British Industry is on that group.

1690. As regards ways of sharing good and interesting practice, I believe that your inquiry — it is probably the right time to review the strategy having started the process in 2000 and published it in 2009 — presents a really exciting opportunity to look at the next phase in our strategic development of improving careers education, information, advice and guidance for the people of Northern Ireland. Perhaps the steering group could support the work of the Committee and, indeed, come up with some of the innovation to highlight and showcase good practice. That is at a strategic level.

1691. At a day-to-day level, I think that there is scope to have events that are very much about showcasing. Linking that to a particular strategy, where there is some accountability around showcasing how good and interesting practice is being taken forward, will help to formalise that a little bit more, rather than just leaving it to the goodwill of individuals.

1692. **Mr Allister**: I want to ask you about one issue that interests me. Who do you think are the main influences on young people's career choices? Is it parents in the home? Is it school? Is it the peer group? Where, in your experience, does the real thrust of influence come from? I think that one needs to know that if you are to try to shape a certain direction in career choices.

1693. **Dr Hughes**: I absolutely agree. All the international research evidence says that parents are the primary influencer on their children's career aspirations. Schools and teachers play an important role as well, because of the length of time that children spend at school and with their teachers. Their peers would probably come third. Other intermediaries such as careers advisers, etc, would be below the third tier.

1694. **Mr Allister**: We are trying to improve the careers service that we offer in schools and ancillary places. However, no matter how good we make that, if we do not have an outreach to parents, who are the main influence, we cannot help to direct and shape. Is that right?

1695. **Dr Hughes**: In looking to the next five years, we — I mean "we" in a collective sense across the UK — have a major job to educate parents in how the world of work has changed. For example, you are going to be looking at apprenticeships in your review. We have to ask how many parents fully understand how apprenticeships work. The opportunities to earn and learn and to be able to develop skills through apprenticeships have changed a lot and continue to change. I think that it is a challenge in resource terms, because there is only a certain amount of finance available to support that work, and there are competing pressures alongside many others.

1696. What we know for sure from the evidence is that there are strategies, particularly in schools and colleges, where parents are involved in connecting to trusted information. They, therefore, know that they are receiving reliable information and that there is an

intermediary of some sort who can support them in their decision-making.

1697. I certainly know from the evidence that young people begin to form ideas about their occupational identity between the ages of nine and 13. All the research points to that and to the fact that, by the age of 11, they have begun the process of eliminating jobs perhaps for gender reasons — girls do not do certain sorts of jobs — and that is a major challenge for the economy.

1698. **Mr Allister**: Just to take you back, are you saying that, even in this multimedia age, it is not, in the main, what kids see on TV or on the internet that directs their careers choices but what they hear in the home?

1699. **Dr Hughes**: That is a research topic that Dr Kathy Harrison, Dr Sheila Semple and I have been looking at. On the one hand, we can say that, with technological advances and more people using mobile phones and iPads, that is where more young people are being influenced. Without doubt, young people are influenced by technology; we all are in our everyday lives. However, this is an area that has been under-researched, partly because of the speed at which technology has been introduced.

1700. One of the key points to caution policymakers against is the sense that, if we just put it all online, young people and parents will be able to help themselves, and that will be sufficient. The early research findings suggest that some people have described trying to get careers information from the internet as a bit like drinking water from a fire hose. You can be overwhelmed by the volume of information. That is why we have a careers profession. They are skilled helpers whose job it is to be able to cut though all of that to make the information reliable and easily understood. We have to look at ways of helping to strengthen careers education and the understanding of the world of work through our schooling system and make young people aware of the possibilities that lie ahead.

1701. **Mr Allister**: In your international studies of how various countries tackle these issues, were there any particular examples of best practice that address the issue of enrolling or enlisting parents to shape the direction of what would be most suitable?

1702. **Dr Hughes**: Canada would certainly be the area, and Alberta and Ontario in particular.

1703. **Mr Allister**: How do they do that?

1704. **Dr Hughes**: Through community involvement. They make use of their schools as community —

1705. **Mr Allister**: Hubs?

1706. **Dr Hughes**: — learning environments. Yes. They target parents to come in and find out about the world of work.

1707. From my research and discussions, I have found that most parents will begin by asking where the jobs are and what courses would suit their child best to get the best start in life. One of the challenges is that the technology, the economy and how people live their lives are changing at such a pace.

1708. In many countries across the globe, new models are emerging that try to better understand people's career trajectories and the different directions they go in. I would point the Committee to a range of different examples. In Finland, they have a system in which every school is required to have a careers improvement plan. However, they also survey parents, past pupils and teachers every three years to see how they can improve the provision and where people go to.

1709. In Demark, it is slightly different, and the Danish department of education believes that it is important to track individuals over time. So, instead of having a system that reports at the end of a young person's schooling on whether they went to university, college or into an apprenticeship or job, in Denmark, they believe that it is important to use ICT and online developments to track where individuals go up to and beyond the age of 25. That

helps them to identify particular areas where people are not progressing in the way that was anticipated and feeds into their policy decisions about where to invest some of the resources. I would be very happy to provide you with examples of different international models outside the Committee. The careers strategy steering group may want to look at some different international models of practice and, perhaps, come up with some ideas.

1710. **Mr Allister**: OK. Thank you.

1711. **Ms McGahan**: Deirdre, thank you for your presentation. I am interested in the point you made about the careers unit in Dungannon. Dungannon is interesting as it has five post-primary secondary schools and a further education college.

1712. I am the mother of a 16-year old who is at the stage of picking her A levels. She will do her GCSEs in May and June. She has identified a career path in which there is an oversupply of graduates, and I simply cannot make her understand that she should open her mind and maybe look at something else.

1713. I think that teachers have a key role to play in this, but it is not really jumping out at me. Maybe it is because we expect them to be social workers, teachers and careers advisers, which is maybe unfair. Maybe we need a dedicated careers person.

1714. My concern is also around emigration in that we are educating our children for export.

1715. I welcome your presentation and everything you outlined.

1716. **Dr Hughes**: Thank you. As you outlined, I think that schools have a real challenge. It is always quite easy to say that teachers should be doing more. However, evidence from the Organisation for Economic Co-operation and Development, which looked at this issue, shows that teachers go into teaching because they want to teach a particular subject and have a passion about it. They do not go into teaching to become careers advisers.

1717. The good practice models across the world use partnership models. That is really important. However, for that partnership model to work well, it has to have buy-in from head teachers and governors around having active school plans. In many parts of the world — it is not particular to Northern Ireland — you will often hear careers advisers saying that they are trying to deliver an education programme in 30 minutes.

1718. Something that I have found from talking to head teachers is that some feel that they are being asked to do more on top of already stretched resources. In England, I chair the National Careers Council that reports to the skills Minister, and I have been out looking and talking to head teachers. There is evidence that if young people have a sense of direction and are not just fixed on one particular career, we can use programmes to build adaptability and resilience in them to help them to cope with setbacks. That requires some understanding from teachers that the world of work is changing. It requires that partnership model. There should be a module in initial teacher training that ensures that every teacher has a short introduction on how the world of work is changing and the ways in which you can motivate your students to make the most of their talents, whatever they may be, and always to have a back-up plan. Good teachers, who are interested in careers, do those things really well. I have seen that in Northern Ireland through your teachers who have been involved in the careers strategy, and I have seen evidence of teachers investing in continuous professional development in that area.

1719. There is such a huge opportunity to create a strategy whereby we can look at how young people are using online services. We can create and build capacity across our communities to have skilled helpers and to look at trusted information.

1720. **Mr P Ramsey**: Something that has come up during the inquiry has been the content of the current curriculum. I heard the chief executive of Google

Europe pointedly and aggressively telling everyone in an audience that the curriculum in primary schools must change considerably and that there must be more IT/ICT relevance. As Bronwyn said, we have been in schools in which there are children whose parents still want them to go into a career in teaching, but the jobs are not there. We are also hearing that ICT, the creative industries and financial services are the next generation. How do we make that massive change to ensure that the curriculum covers those things?

1721. We heard that a lot of the schools here, particularly the primary schools, do not seem to be getting capital investment and are using computers that are out of date. How do we change the mindset right down to the basics so that we can ensure that children are better prepared for the work environment?

1722. **Dr Hughes**: That perhaps goes back to the first point about social partnerships. Clearly, we need to find ways of being able to provide the best technology in our education system. Looking 10 or 20 years ahead, we will all be in a digital age. Therefore, there is something there around looking at social partnerships, where employers, not just Google but others such as British Telecom, can make an added-value contribution to our education system. That is one way forward.

1723. The critical issue is that you could put as much ICT into schools as you want, but you have to have professionals who are trained in the use of ICT to teach it. That is a critical issue.

1724. **The Deputy Chairperson**: Dr Hughes, we thank you for giving up your time and coming to the Committee today. We are very grateful to you. No doubt, your oral and written presentations, including the best practices and the best-practice models that you mention, will feed into the inquiry and, hopefully, help to guide the direction for the future of our careers service in Northern Ireland. It is critical that we get it right at this time. We are very grateful to you for addressing the Committee today.

1725. **Dr Hughes**: It has been an enormous privilege for me, on an international stage, certainly in the past five years, to be able to talk about Northern Ireland. You are the only country in the UK where the Department of Education and Department for Employment and Learning are working together on a shared strategy. That is a model of really good practice, and you have all the foundations here to move to the next phase and draw on the highly innovative work being done. Sometimes, you do not realise how good something is when you are in the thick of it. You have certainly made tremendous progress, but there is still quite a lot to be done in the next few years. Thank you very much for your time.

1726. **The Deputy Chairperson**: Thank you.

13 March 2013

Members present for all or part of the proceedings:

Mr Robin Swann (Chairperson)
Mr Thomas Buchanan (Deputy Chairperson)
Mr Jim Allister
Mr Sammy Douglas
Mr David Hilditch
Mr Fra McCann
Ms Bronwyn McGahan
Mr Alastair Ross

Witnesses:

Ms Coleen Agnew	*Action on Hearing Loss*
Ms Claire Lavery	
Mr Alan McClure	
Ms Roísin McGonagle	
Mrs Jackie Orr	

1727. **The Chairperson**: I welcome you to this evidence session for the Committee for Employment and Learning's inquiry into careers education, information, advice and guidance. On behalf of the Committee, I welcome from Action on Hearing Loss Mr Alan McClure, Ms Roísin McGonagle, Ms Claire Lavery, Ms Coleen Agnew and Mrs Jackie Orr. You are very welcome to the meeting. I think that staff briefed you. Our usual time frame for questions is around 20 minutes. We have received your submission, which I hope and assume that all members have read. Who is taking the lead? Alan, are you?

1728. **Mr Alan McClure (Action on Hearing Loss)**: Claire will take the lead.

1729. **The Chairperson**: Claire, do you want to make a few opening comments, after which we will move to questions?

1730. **Ms Claire Lavery (Action on Hearing Loss)**: OK. I just want to set the scene, really. We are from Action on Hearing Loss. Our vision is of a world where deafness and hearing loss do not limit or determine opportunity. That is really the gist of what you are asking us to present on today.

1731. We have a number of services and activities, as well as three main aims. The first aim is to ensure that deaf and hard-of-hearing people lead a full and enriched life. The second is to raise awareness of and to campaign on and create change in issues that affect deaf people. The third aim is to, ultimately, find treatments and a cure for deafness.

1732. One of the services that we provide here in Belfast and across Northern Ireland is a specialist careers advice and guidance service for deaf and hard-of-hearing people, and Roísin staffs that service. She will tell you a bit about the work that she does. Coleen has benefited from the service and is also a volunteer with us. She can explain to you how we have benefited her, the problems that she had when she was leaving school and how they affected the rest of her life.

1733. That just sets the scene for you. I will pass to Roísin.

1734. **Ms Roísin McGonagle (Action on Hearing Loss)**: Thank you. I am a guidance adviser for a Big Lottery Fund healthier lives project. Basically, I give careers and educational guidance to people who are deaf or hard of hearing.

1735. One of the key issues for our clients, which I want to explain to you today, is a lack of accessible careers information and guidance. Deaf people generally do not access the Careers Service, and there could be a number of reasons for that. They may be unsure about how to access it and do not know about the support that is available for them. There is no information on what happens after people leave school. Quite recently, we met with teachers of the deaf across Northern Ireland and with parents of deaf children. People are really concerned about what happens after the children leave school. They are worried that they will fall through the net and that no support will be available. There is also a lowering of expectations, which

is, sadly, a common feature of careers guidance that is provided to deaf people. Expectations should be more realistic. We try to work with our clients through our specialist careers guidance to show them that, really, the only thing that they cannot do is hear.

1736. The negative attitude about deaf people's ability to succeed in employment can carry on throughout a deaf person's life. That is why early intervention is essential. It is essential that we target young people. I will quote one of our young clients, who accessed the Careers Service in school. She was not happy with the service that it provided, and she went on to engage with us afterwards. She said that the careers adviser told her that she had to do hairdressing but that she did not want that. She thought that she was not clever enough to do anything and was going to fail at all things. She felt lost and did not know about help. That shows how she was not satisfied with the service that she received from the Careers Service, and it gives you an example of how there is a lowering of expectations. The service felt the need to box her into a specific category. However, we try to work with clients to raise their expectations to show them that they can achieve what they want to.

1737. We also set up a book club for students who attend essential skills literacy classes. When I say "book club", I meant that it is really a literacy support class for adults who do not have a basic grasp of the English language. Many of the people who attend the book club are over 40 and are learning basic literacy skills. We are working with adults who have fallen through the net. So, we really need to get to young people now so that the same does not happen to them. Twenty years down the line, we do not want to have a book club for the young people now who cannot read or write. We need to make changes now.

1738. Advocacy is also an important part of the work that I do. I work a lot with further education (FE) colleges to try to improve their access arrangements, increase their deaf awareness and help them to prepare for new students. Through my work with FE colleges, I was asked to organise awareness training across Northern Ireland for teachers, academic staff and people who work in colleges. I asked two of my young clients, one who is deaf and one who is hard of hearing, to deliver that awareness training. It means that FE colleges feel better equipped to engage with young deaf and hard-of-hearing students.

1739. Since I started my role, 82% of the people I have worked with have attended an education course. I believe confidently that they would not have taken up those courses had it not been for the support of our service. I spend a lot of time working with clients to try to improve their confidence and raise their aspirations, because they may have had negative experiences in the past, which is often the case. It is also really important that I engage in that advocacy work, because I do not want to raise my clients' expectations only for them to start a course in September and for there to be no interpreter or note taker and for it to be another negative experience for them. So, it is really important to have a bit of both.

1740. We also provide interpreters and note takers at our client meetings. I have level 2 sign language, which is important, because it helps my clients to feel at ease and to build a rapport with me. We also provide short training courses to help them to build their confidence and prepare for their next step.

1741. So, I really believe that the service that we provide is unique and extremely successful. We would like to continue to provide our service in partnership with the Careers Service. Thank you for listening to me. I will now pass you to Coleen, one of our service users, who will talk a bit more about her experience and the issues that face deaf and hard-of-hearing people.

1742. **Ms Coleen Agnew (Action on Hearing Loss)**: After I left school 26 years ago, services for me were very poor. There was not enough education, and I did not

have sufficient qualifications to get into a professional job. I was just a student at that time. I had no aspirations about what would happen after school. What plans could I have for a career? I did not have any, and I was not given anything. I did not have any qualifications. In those days, there were no note takers or interpreters. You were basically just pushed out to find any sort of job. I had no dreams, and I took on jobs that I did not want. Basically, I just went out to get a job to bring in some money. I then became a full-time mother. I had been to the jobcentre and looked for some careers guidance, but there was no service to help deaf people. There was no communication access, and, basically, there was nothing available. I had to resort to writing down the information that I needed, because no interpreters were brought in for me. They wrote back to me in English, which is a second language to me, and I did not understand what they were writing. That really affected my confidence.

1743. So, I was at home as a full-time mother for 14 years until I heard about Action on Hearing Loss and its services. I thought that that was just the right place for me. The people there helped me, gave me advice and guidance and got me into educational courses. I applied for and was successfully accepted on to a counselling course. I am also a teacher of sign language, and I can deliver deaf awareness training. So, Action on Hearing Loss has really helped me to build up my qualifications and confidence.

1744. A lot of deaf people are very vulnerable due to the lack of access to services. When I look at my life in the past, I see that I was lost and extremely vulnerable. I did not know where my path to success was, but Action on Hearing Loss has really changed my life. It has pointed me in the right direction. I suffered a lot of emotional problems, although not necessarily abuse, when I was younger. There was no direction for me, and I was at home for such a long time with no dreams or aspirations, because of the lack of access. I also had no qualifications. If it were not for Roísin and the service that Action on Hearing Loss provided, I would not be where I am today.

1745. Now is the right time for reasonable adjustments to be made so that deaf people have access that is on a par with that of their hearing peers. There have been so many barriers in the past. Now is also the time for attitudes to change. I am a deaf person, but attitudes need to change so that I am seen not just as a deaf person. I am human being; I am the same as everybody else, and the only difference is that I cannot hear. I can do everything that a hearing person can, apart from hear. So, I really think that it is now time for attitudes to change towards hard-of-hearing and deaf people. Thank you.

1746. **The Chairperson**: OK, folks. Thank you very much.

1747. **Mr McClure**: Just to add to that, it has been demonstrated that three out of every four people who are deaf or hard of hearing are out of work. If you look at the continuum of how that process runs through people's lives, you will see that it starts with education in the statutory sector and becomes a career aspiration when they are given careers advice. So, if those two things are not accessible or effective, those people will remain unemployed a few years down the line. If the intervention is made in the initial stages after a person's school life and is effective and appropriately delivered in partnership with other statutory organisations, we believe that those people will have equality of opportunity as they go forward with their lives.

1748. **The Chairperson**: OK, folks. Thank you very much.

1749. Roísin, you said that your post is lottery funded. What sort of term is that for? How long have you got to go?

1750. **Ms McGonagle**: Until August 2014.

1751. **The Chairperson**: Will there be any extension after that?

1752. **Mr McClure**: I am looking at our options. The project is about to be evaluated, and there will also be an end-of-project evaluation. I hope that both evaluations will demonstrate other options. They will also give us very tangible information on the outputs of the five-year project. For example, our target was to engage with 750 people and to help some of them educationally. In reality, we have engaged with almost 2,000 people, and, as Roísin said, 82% of her clients have engaged in education. Some, such as Coleen, have gone on into employment or volunteering opportunities.

1753. **The Chairperson**: Coleen, you mentioned that you are a sign language teacher. From my constituency work, which I am not meant to raise here, I know that there is trouble accessing level 2 and 3 training courses in our FE sector.

1754. **Ms C Agnew**: That is right.

1755. **The Chairperson**: How do you see more courses and more access having benefit?

1756. **Ms C Agnew**: It would help. It would mean that more hearing people could communicate with deaf people, and, if that generated through the whole of Northern Ireland, it would reduce the frustrations for deaf people when they meet hearing people who cannot communicate with them. It would mean that there would be more of a rapport with work colleagues, in shops and with businesses. It would just make life experiences that bit more comfortable. If I go into the shop, the attitude of the people there can sometimes be quite bad, because they are not deaf aware and do not understand the issues that I have. That might sometimes be just because of a lack of knowledge or ignorance, and they do not understand what it is like to be deaf. If more people got involved in level 2 and level 3 sign language classes, that would definitely help relations between deaf and hearing people and would make them realise that we are just the same. They do not know the background, what I have had to deal with and what deaf people have to deal with on a daily basis. If more hearing people got access to level 2 and level 3 sign language classes, I think that it would make the relationship between the two communities better.

1757. **Mr McClure**: With more opportunities for classes, there are more opportunities to employ deaf people who use sign language and who are very supportive of the train the trainers model. That is an example of opportunity. Roísin has been involved in money management with some deaf clients in train the trainers.

1758. **Ms McGonagle**: We had clients trained, because deaf people miss so much information, given that sign language is their first language and they struggle with literacy. They miss out on information that we take for granted. It is particularly important at this time that they get correct financial information. We had three deaf people, including Coleen, who trained at a level 3 course so that they could teach financial capability to other deaf people. They did a course to learn all the information first so that they could pass it on, and they did a facilitation course afterwards.

1759. I mentioned awareness training in FE colleges, and we had two clients whom we worked with and developed so that they could deliver awareness training themselves. So, it is all about empowering people and training our clients so that there is a legacy after the project.

1760. **Mr Buchanan**: Throughout the Committee's inquiry, we have heard from a number of agencies and organisations. At the end of this process, we want careers guidance that will be inclusive, meet the needs and bridge the gaps, and so forth. Can you advise the Committee of what you would like to see in the new careers strategy and what changes you want it to make to benefit those who have either partial or complete hearing loss? It is important to the Committee that the inquiry be focused in a way that will benefit all sections of the community, irrespective of what disabilities they have.

1761. **Ms C Agnew**: I can answer that. We appreciate that, as a deaf organisation, we have built up a level of expertise and knowledge and can provide a specialist service. However, we believe that the generic Careers Service can also improve what it is offering to deaf and hard-of-hearing people. We suggest that careers advisers all be trained in deaf awareness as a basic requirement and that perhaps someone could specialise in sign language to at least level 1 so that deaf people can feel comfortable in that initial approach. If you were to get into an in-depth interview with a careers adviser, you would need to have a qualified interpreter with you. That means that a protocol should be established to book interpreters and to make sure that they are all registered and qualified.

1762. In a more generic sense, we believe that careers advisers and the Careers Service generally should operate within a social model of disability, not a medical model. So, there should be a "can do" approach as opposed to a "can't do" one. It is not that the deafness is a barrier; it is that the world has created barriers for deaf people. It is about looking at it in a completely different way, and that needs to happen throughout the service. We need to look at people's rights and have a rights-based approach to guidance and support.

1763. We feel that the careers advice service should work in partnership with other specialists such as us and establish some kind of formal referral procedure so that, if it comes across a client who requires that specialist support, they know that we are there and where they can turn to. We also feel that it should ring-fence a budget for the provision of registered communication support so that interpreters are available. It is also about ensuring that its service is accessible and that people can feel that they can contact it, perhaps by SMS, which is a very common way for deaf people to contact organisations. All those accessibility arrangements should also be publicised so that people know that they will be able to get an answer if they approach the Careers Service. So, we have a number of recommendations. We would be happy to submit something a bit more concrete to you if that would be helpful.

1764. **Mr Buchanan**: You said that all careers advisers should have level 1 training in sign language. Are there any courses for that? Are courses available if teachers want to do that type of work?

1765. **Ms Lavery**: FE colleges across the country provide courses, but we can also work with discrete groups like that and run one-off courses for them. We provide a number of training courses in deaf awareness and basic communication tips, and we can help to arrange sign language courses. So, it is all there for the having, and we can help with that.

1766. **Mr McClure**: Tom, if I could add to that. Doubtless, Minister Farry has invested financial backing to access for all in the FE sector, the careers sector, and so on. That is not to be argued with; it is a fact. However, I would contest the quality of those services for everyone.

1767. Having worked with Roísin and moulded the hybrid model, I suggest that nothing can be done in isolation these days. Indeed, working in partnership is the way forward in every walk of life. Through Roísin's role, we have found that that works very well for deaf and hard-of-hearing people who are in transition. I think that, if there were opportunities to have some form of mainstreaming, whereby the post that Roísin operates could be partnered with the statutory Careers Service, that would be a win for everyone.

1768. **Mr Allister**: I have a few questions to ask that will allow me to get a better overview. In your paper, you told us that there are 483 people with hearing loss in post-primary and post-secondary education. How many of those people have made it to university?

1769. **Ms Lavery**: We have a bit of a gap in our knowledge, so we intend to do some more in-depth research to find out all those facts and figures. I was going to ask the Committee to ask the Minister

whether the Department keeps those kind of records and tracks whether those people succeed once they leave education. That is an unknown quantity at the moment. We have a lot of anecdotal evidence; people come to us to tell us their experiences.

1770. **Mr Allister**: Even in anecdotal terms, do the universities make any provision?

1771. **Ms Lavery**: They all have budgets and support staff who try to make arrangements for disabled students. However, the reality of that is that it is not always effective, which we find with the people who come back to us.

1772. **Mr McClure**: Roísin and I meet annually with the learning support teams in the University of Ulster (UU). We met with them last year, and, with a view to looking ahead to this academic year, we found that there was one profoundly deaf student at UU. My understanding is that there is none at Queen's.

1773. Historically, there was a model called the Joint Universities Deaf Education Centre, which was a partnership between Queen's and UU. That ran during the 1990s up to 2000, and it was funded for years. At that stage, Queen's had 19 profoundly deaf students. I will leave it to you to make a summary from those figures. There were 19, and now there is none, I think.

1774. **Mr Allister**: Do we know the total number of deaf people in the wider community?

1775. **Mr McClure**: Our figures suggest that there are —

1776. **Ms Lavery**: If you take it in the round, there are 300,000. So, statistically, one in six of the population has a hearing loss of some degree.

1777. **Mr Allister**: There are degrees, but how many are profoundly deaf?

1778. **Ms Lavery**: There are no hard facts on that, but we estimate that around 5,000 people use sign language as their first language.

1779. **Mr Allister**: Obviously, that is a fair indication.

1780. **Ms Lavery**: Yes, that is an educated estimate.

1781. **Mr Allister**: I do not want this to come across as unduly harsh or harsh at all, but is it, inevitably, a more expensive exercise for an employer to employ a profoundly deaf person?

1782. **Ms Lavery**: The employer can access a system called Access to Work, and that helps them to make arrangements and to make their employment environment much more accessible. It belongs to the deaf person. They own the Access to Work, so they can use it as they wish to assist them in their employment. We employ a number of deaf staff, and we use the Access to Work budget to buy in interpreters and note takers.

1783. **Mr Allister**: Does that mean that it is a form of subsidy?

1784. **Ms Lavery**: Yes, there is assistance.

1785. **Mr McClure**: Although you could determine it as a subsidy, it is a recognised government scheme through the Department for Employment and Learning (DEL).

1786. **Mr Allister**: So, Access to Work assists the employer to take on the extra expense of someone who is deaf. Does that equate to the actual extra cost?

1787. **Ms Lavery**: The issue is more that employers do not know about Access to Work. It is a well-kept secret, unfortunately. Quite often, deaf people do not know about Access to Work, so there is a need for the Department to start to promote that this is available and, alongside that, that deaf people can do an awful lot of things. It is not about what they cannot do but about what they can do. If they are given the right support and assistance and the employer has the right attitude on training and support, there is no reason why they cannot.

1788. **Mr Allister**: Yes, but my question was: is it enough? Are there employers saying that that is very good but that there is still a shortfall?

1789. **Ms Lavery**: Every deaf person has an assessment to determine the level of support that they need to do their job effectively. Our experience of the people who we employ is that there is no issue there.

1790. **Mr Allister**: In what form does that support manifest itself?

1791. **Ms Lavery**: One member of staff has an assistant who helps him with e-mails and phone calls and does some basic interpreting and provides communication support. We have others who use interpreters for meetings and help the staff to make phone calls in their day-to-day work. They sit with the staff at the desk at work with them daily. They can use it in whatever form they feel is most appropriate.

1792. **Mr McClure**: If there is an interpreter, that is covered 100% by the Access to Work scheme.

1793. **Mr Allister**: Is there a cash payment to the employer?

1794. **Mr McClure**: The payment process happens through invoices. For example, someone such as Jackie invoices the employer, and that is then paid. It goes through to Access to Work, which then reimburses.

1795. **Mr Allister**: Is that a finite budget?

1796. **Mr McClure**: It is very much determined on an initial assessment. Each assessment is unique, because each deaf person is unique.

1797. **Mr Allister**: Do you have any idea how many people are taking advantage of that?

1798. **Mr McClure**: I know for a fact that, in Northern Ireland, 97 deaf people are using Access to Work.

1799. **Mr Allister**: Only 97?

1800. **Mr McClure**: Only 97.

1801. **Mr Allister**: Out of 5,000?

1802. **Mr McClure**: That is correct.

1803. **Ms McGonagle**: Employers' attitudes are also a big barrier. Even though there is Access to Work, as Claire said, employers do not know about it and have their preconceived ideas about what deaf people can or cannot do.

1804. **The Chairperson**: Alan, you mentioned an assessment. Who does that assessment?

1805. **Mr McClure**: The assessment goes to the disability employment service (DES) in DEL. It is then referred to the people who won the tender, and you may or may not be surprised to hear that Action on Hearing Loss has that tender. We have specialist staff with sign language skills but who, equally, are trained in assessing it. That report is then composed and submitted to DES, which takes its observations from that report. That is followed by its decision of offer of support, which is then signed off by the grade 7 in that Department.

1806. **Mr Allister**: How many jobs have been generated in the profoundly deaf section of the community for interpreters, such as this lady? How many people are employed in that capacity?

1807. **Mr McClure**: Historically, until recently, there were 11 fully qualified interpreters such as Jackie. Now, because there has been an investment in some training, we have, I think, 17 interpreters. I can assure you that the majority of the 17 have weekly diaries that are full of repetitive week-on-week appointments that occur at the same time and in the same place. They also have people to support them in the workplace.

1808. **Mr Allister**: Is 17 interpreters enough? Are they coping? Is it demand-led?

1809. **Mr McClure**: It follows a course to be fully qualified, which takes about seven years, although, for some people, it will take longer. I would suggest that there is a requirement for interpreters in Northern Ireland.

1810. **Mr Allister**: Is there any disparity between the way in which profoundly deaf people and visually impaired people are treated and provided for?

1811. **Ms Lavery**: I would not like to draw direct comparisons. We work very closely with our colleagues in the blind sector, for want of a better expression. We have a joint sensory approach and we work in partnership with the RNIB. It has experience of similar issues, but as far as we are aware, it is better provided for because it is registered. As a blind person, you go on a register and you can access a range of services and equipment, finance, benefits, etc. There is no similar register for deaf people, and unless —

1812. **Mr Allister**: Should there be?

1813. **Ms Lavery**: Ideally, yes; we need some kind of record, but it is a very individual thing. Some people may not wish to register themselves and become labelled as deaf. Some people are hard of hearing and manage reasonably well in life. There are many varying degrees; there is no cut-off point at which you become registered as deaf unless you seek help and approach social services and you go on its register.

1814. It is all a bit of a grey area. We cannot make direct comparisons, but we are aware that, probably, visually impaired people and blind people get slightly better provision. They are much smaller in number as well, but I do not know whether that has any impact.

1815. **Mr F McCann**: Thank you for your presentation. When we started this inquiry, we were probably as guilty as anybody else, because when you start to look into the careers thing, you find that organisations for deaf people such as that which you represent, and others, have been completely overlooked.

1816. Some of the questions that I was going to ask have been asked and answered. We have been trying to get to the bottom of the difficulties that people have faced in trying to move forward in a career. Obviously, with yourselves, it is much more difficult. How do you find it when you approach primary and post-primary schools, colleges and universities to tell them that there is a problem here for which they are not providing?

1817. **Ms McGonagle**: Do you mean how they respond?

1818. **Mr F McCann**: Yes; how do they respond to it?

1819. **Ms McGonagle**: It depends very much on who you are approaching and which college it is. We have had issues with clients, and, as I said, I have to get involved in a lot of advocacy work. The need for awareness training has been highlighted.

1820. Deaf people are limited in their opportunities because of the way in which private organisations regard the notion of a reasonable adjustment. A lot of the time, private organisations refuse to pay for interpreters or note-takers. A private training course, for example, is not an option for them. For a lot of my clients, it is just the FE sector and, hopefully, if they go on to university, it is available for them. It is crucial that the FE sector is more open to deaf and hard-of-hearing people. At the moment, a lot of challenges remain in making colleges aware that students need qualified interpreters and that there is a certain level of support that they require to do their course successfully. We have definitely had issues with that.

1821. **Mr McClure**: At times, Roísin's role has become one in which she is brought in almost as someone to resolve a dispute and to negotiate as a broker. The reality is that the provision for and the attitude towards our client group, particularly in the FE sector, varies from regional college to regional college. We have had some success in those partnerships, but there are others that would, I suggest, leave an awful lot to be desired; so much so that it resulted in one 10-week course having, I think, three different tutors, because the tutors refused to teach them.

1822. **Ms McGonagle**: There is a big drop-out rate of people leaving courses. So, there is a real need for people to be aware that students need qualified interpreters and teachers need deaf-awareness training. That is what we work to support, as much as we can. We really

try our best to support the colleges and work with them, rather than against them.

1823. **Mr F McCann**: That is important. It is especially important that all those points and difficulties come through in the report at the end of this inquiry.

1824. The other aspect of careers is people being trained up. There are quite a number of schemes out there. Has any of that been tailored to try to meet the needs of a deaf person or somebody who has suffered hearing loss?

1825. **Mr McClure**: We are involved in some of those, but not all. Occasionally, we will get calls from the ones that we are not formally involved in to provide, as an agency, guidance. As far as I am aware, the ones that we are involved in will directly refer to us, because they realise that the support we give is specialist.

1826. **Mr F McCann**: I have one more question. Again, it is on the level of training. You have Steps 2 Success and all that has gone before that. Along with that, quite a number of people, on maybe different degrees of benefits, will, under the Welfare Reform Bill, be directly impacted. A lot of people who may be in receipt of certain benefits will be migrated across to different elements and work-related schemes. Is there anything in DEL that would allow people to plead their case?

1827. **Mr McClure**: Currently, we have another project within the team that Roísin was part of. We foresaw that need. We have partnered with Advice NI to deliver direct, face-to-face, accessible, key points of information; for example, on the personal independence payment and the welfare reform changes. We have held four workshops already. One, for example, was on a Friday night in the centre of Belfast. We had over 40 deaf people at it. It is, as you are suggesting, a very sensitive time. For those people, it may well threaten their livelihood, as in, their everyday existence and where they are going to get a pound from.

1828. **Mr Douglas**: Thank you for the presentation. Jim mentioned the number of young people at post-primary school and the small numbers going on to university. I want to ask you about what I would call mature adults; people who embark on lifelong learning. Certainly, in my constituency, I know a number of people who worked in, say, the Harland and Wolff shipyard and have major hearing loss. I know members of the security forces who have, because of their training — or lack of training — ended up with very severe hearing loss. They would maybe want to go on to further education. Can you tell us whether that is a major problem for that section of society? Can they get help and support?

1829. **Mr McClure**: Historically and currently, yes, it is a problem. It is aligned with the fact that some people view our services as purely for people who are deaf and use their hands to talk. So, part of it is that we need to do promotional activity to raise the profile of what we are here to deliver. The reality is that those people who have come forward have resounding case studies to feed back to us. A few years ago, for example, and to touch on one of the categories of people you mentioned, I worked with a man who was in the police. As happens, he was attacked, kicked, and so on, whilst on duty. The result of that is that he is profoundly deaf in one ear and has lost his hearing in another. He was alone at home and totally unmotivated and depressed. Through our work with him, his life changed, and he was a much different person at the end. That is still there.

1830. Roísin deals with many people who have put rivets in bolts or lost their hearing in some other working environment. In recent years, we have been brought in to offer a level of service to people who are being made redundant. Roísin has picked up that role.

1831. **Ms Lavery**: I will add to that. We are hoping to build on a relationship that we have begun with the Police Rehabilitation and Retraining Trust — the PRRT. Many of its members have hearing loss. It has undertaken significant work to make its services accessible, and it has received our

charter mark. That is the beginning of a relationship with that trust. We hope to develop more partnership working, because we recognise that there are huge numbers of people out there who have lost their hearing through their working life.

1832. **Mr Douglas**: Thanks very much.

1833. **The Chairperson**: There are no more questions. Thank you very much for coming to the Committee meeting and presenting your evidence today. You have offered to give us more concrete recommendations.

1834. **Ms Lavery**: I will. I will send you through more concrete things. The last thing I want to say is that you are very welcome if you want to come along to view any of our services. We do a number of interesting things with deaf people, and you would be very welcome to come along and view those at any time.

1835. **The Chairperson**: Thank you.

13 March 2013

Members present for all or part of the proceedings:

Mr Robin Swann (Chairperson)
Mr Thomas Buchanan (Deputy Chairperson)
Mr Jim Allister
Mr Sammy Douglas
Mr David Hilditch
Mr Fra McCann
Ms Bronwyn McGahan
Mr Alastair Ross

Witnesses:

Mr Brian Campbell *Sentinus*
Mr Bill Connor

1836. **The Chairperson**: We will now have a briefing from Sentinus. We are joined by Brian Campbell, the chief executive, and Bill Connor, project director. Gentlemen, you are very welcome. We have received your presentation and briefing. You can begin with some opening comments.

1837. **Mr Brian Campbell (Sentinus)**: A logical place to start is with a little bit of background about what we do. Sentinus is a charity and a company limited by guarantee. We have been operating since 1982, but have grown, fairly incrementally, since about 1990. Our main objective is to work with young people, mainly from top-end primary to post-16, 19-year-olds, some further education (FE) colleges and some higher education (HE) colleges. In working with them, we try to excite them, across a range of projects, about the science, technology, engineering and mathematics (STEM) agenda.

1838. Last year, for instance, some 64,000 youngsters went through our programmes. That was a significant experience in respect of the time span. When we measure 64,000, each person measured has to have at least a full day's experience. A lot of those 64,000 people would experience week-long projects; some would have five- and six-month R&D projects; and some would have four- and five-week industrial placements, and so on. Our overall objective is to excite young people about science and technology, so that they will look seriously at moving into those subject areas, and, perhaps, through that, go to university or into apprenticeships as technicians. Then, they could go into the knowledge-based economy, hopefully, at the end of it, to the benefit of Northern Ireland.

1839. The main reason for our response to the careers education, information, advice and guidance inquiry concerns the STEM element. I emphasise that we worked in 620 schools last year, which is a considerable number of the school population — 93% of the secondary schools. So, we have contact with all the — *[Inaudible.]* — in the STEM area and the careers teachers and careers planners in each of the secondary schools. So, our contact on STEM is extensive and detailed. We think that we are in a fairly good position to make informed statements on what is happening with STEM in Northern Ireland.

1840. We are concerned. Obviously, limited resources apply everywhere. The careers element is an area that a lot of schools and teachers back off from. The reason why they back off from it is very simple: it is an unknown for them. Science, technology, engineering and maths has a fear factor unless you are actively involved in it. So, you come across those sorts of difficulties.

1841. In working with schools and the school population, we realised early on that it is very important that we involve the primary sector, particularly Key Stage 2, which is P5 onwards. In fact, almost half of what we do — half of those 64,000 youngsters — applies to that sector. We realised the importance of contacting young people and getting them enthused

early, so that they continue with that into the secondary sector.

1842. We also realised that it is fairly useless and non-productive to talk at young people. You have to involve them. Again, the activities that we deliver immerse young people in real industrial situations and bring them into contact with young ambassadors from industry to help them to follow through in different types of projects. We have a whole range of those types of contacts. For instance, during the summer, we have a four-week industrial placement. Teams of young people go into industry and solve industrial problems. We have five- and six-month R&D projects, through which, again, teams of youngsters work with engineers and scientists to solve problems that are set by industry. Last year, we delivered over 300 individual STEM roadshows in individual schools, again, around the areas that we perceive to be in need.

1843. Early on, another issue that we found to be important was the very big gender imbalance in the STEM industry in general, and we built in things to address that. If you look at recruitment statistics for employment in STEM industries in Northern Ireland, you see that it is predominantly male. Of those 64,000 youngsters, for instance, 31,500 were female students, which is a pretty good hit if you actually break it down. So, gender is a very big issue, and we think that it needs to be addressed in the STEM agenda.

1844. The final thing that I would say about our approach to STEM careers and the resource that goes into that is that we honestly believe that — you might say that we would say this anyway — it is about the future that faces the Province. As an organisation, we believe that there is only one lasting, medium- to long-term answer. It is an emphasis on a knowledge-based economy — small- to medium-sized high-tech industry — driving the economy. We have agriculture, tourism and all the rest. However, they will not bring in high-value income and create the sort of jobs that the STEM agenda can create if we tackle it well and we really get stuck into it. We are of a scale that means that we can benefit from it. The number of schools and the population that we are dealing with is manageable. You can use resources fairly wisely.

1845. As an aside: we get funds, predominantly from the Department of Education (DE) at present, to the tune of £400,000. We turn that £400,000 into additional cash of £350,000. When we add in additionality, or, in other words, factor in the contributions that we have from industry, which are not intangible contributions — they are real — we have an output of somewhere in the region of £1·6 million for the money that we actually get from the Government. Again, we have looked at that model carefully. We think that if we factored it up by two, the impact would be really considerable right across the board. You are not talking about a huge amount of resource in comparative terms to the output that you would get at the end of it.

1846. That is where we are coming from. The main point, I suppose, to summarise all of it is that we believe that you cannot ignore STEM. It will be an answer for the Province. If we ignore it, we do so at our peril. The only way in which you can actually service, grow and do well with it is to have youngsters who can move into industries that want to come, set up and prosper here. We already have massive shortages. The information and communication technology (ICT) industry has real difficulty in recruiting the sort of people it wants, despite the fact that large numbers are coming out with so-called ICT qualifications, and so on, from third-level education. They are not the qualifications that the industry wants. It has to bring in people from abroad, and so on.

1847. I have one other issue. It is an aside, but it is very much government-orientated. Over the past year, we put four major programme bids into Departments. Two of them were cross-departmental bids on ICT and STEM. Invest NI, the Department for Employment and Learning (DEL) and DE were involved. They were all very

keen and received the proposals very well. They were also backed by the industry concerned. We put in another bid that related to parents and STEM awareness with regard to careers. There is a problem with how parents look upon STEM. It was really well received by DEL. However, it hit the procurement wall. Because the procurement wall was there, we could not get the programmes, despite the fact that they were widely welcomed. We do not think that people were just giving us a voice play here. They were really keen to do it, but they could not get past that procurement wall to deliver within the time frame that would have been effective. There is a possibility for next year. However, even then, with the sort of time spans that you are talking about, you are talking about using up maybe a year to get delivery in the following year.

1848. So, that is just a factual aside, but an important one with regard to operating effectively and delivering well.

1849. **The Chairperson**: OK, Brian, thanks. Does Sentinus have any input into careers training for teachers or careers teachers? Is your input purely stand-alone advice in 620 schools?

1850. **Mr B Campbell**: Currently, we deliver 24 fairly substantial initiatives to those 64,000 people. All of them involve teachers in some way or another. A number of them actually involve teachers being involved in training and working with people who come in to deliver programmes for us. Most of those programmes are actually delivered by our own project managers. However, increasingly, we are training up industrialists to go in and deliver programmes under our management. In several of those programmes, teachers are actually involved in the training. So, they are learning how to work with STEM, and so on.

1851. By the way, it is particularly important to say that there is a massive deficit in the primary sector of trained teachers who can cope with STEM at that basic level. That has to have a knock-on effect on children.

1852. It sounds as though we are throwing things at you, one after the other, and griping, but these are really major issues. One other issue is the curriculum. In the primary sector, STEM disappears into The World Around Us. I mean that: "disappears" is the right word to use. A lot of teachers are frightened of it and are reluctant to cope and to focus on STEM because there is that fear factor that I mentioned earlier. So, they do other things to deliver that part of the curriculum and give STEM voice play. There has to be far more emphasis on STEM at that level.

1853. **Mr F McCann**: Thank you for the presentation. It was interesting. At the end of this inquiry, we hope to have a report that starts to change attitudes to STEM subjects. I have two questions. First, how do you measure the success of your programmes over a period of time? You touched on my second question when you discussed primary schools. A number of people have told us that unless you start to get children at primary school, you lose them by the time they come out of primary school, especially in STEM subjects. Teachers focus more on education, medicine and law rather than on directing pupils to STEM careers. Have you come across any of that when you have been in primary schools?

1854. **Mr B Campbell**: Your first question was about measuring success. We have an evaluation process built in to every programme that we deliver. What you can achieve varies, and, obviously, cost factors, and so on, are involved in going through it. At the end of every year, we produce quantitative and qualitative evaluation. The Department of Education receives statistics from us that are a very detailed breakdown of all the schools, the people who take part and the adults other than teachers who help right across that spectrum. It is a very big spreadsheet that gives that quantitative analysis.

1855. We measure the success that we have in youngsters being enthused and involved in the most basic sense by questionnaires. At post-16 level, we also

track youngsters who have been through our programmes. It is not possible for us to track the 64,000, because that would take up five times our budget. We do try to do that with the post-16 youngsters to see whether they have gone into some sort of STEM-related career path. With post-16, that usually involves tracking their university degree and where they go to and the type of course that they are following. However, that also breaks down into technicians and other people who follow other career paths. We do an analysis on those people. The percentages of people who follow STEM courses at those levels are very good.

1856. I mentioned the in-built problem because of the system, involving the way that the curriculum exists, teacher training as it stands and the skill levels of teachers. I am not denigrating teachers in any way, because a primary teacher has to be a generalist per se. In most cases, there is a real difficulty with their approach to STEM, because they think that it is difficult, and they see that they have to organise people into groups and do teamwork, and so on. There are many brilliant teachers who do it all, but, in general, there is a problem. Sorry, what was the second part to your question on primary schools?

1857. **Mr F McCann**: From what we gather, young people seem to be pushed. People from the private sector who are looking for people with skills said that young people are pointed in the direction of medicine, law or teaching rather than being given a wider selection of career options.

1858. **Mr B Campbell**: One thing that we have found is that, the younger the grouping, the easier it is to influence them personally about the different areas of science, technology, engineering and maths. Parental influence is massive, and it is a problem that needs to be addressed. I mentioned one of the proposals that we had with DEL, and that was to tackle the issue of how its careers information could reach parents effectively. It is a problem, and it is the single biggest guiding influence on youngsters.

1859. We have a number of programmes that youngsters apply to us to get onto. The Nuffield Bursary Scheme is one. That is an industrial placement scheme that takes place over four weeks in the summer. Team R&D is another. Over the past three years, we have found that the numbers applying have increased hugely. In other words, these are not traditional types of courses that medics, lawyers, and so on, want to go on. They are more focused on engineering, biotech and general STEM industrial-type placements, and the numbers have gone up massively. One of the reasons behind that is that the credit crunch has hit hard and people are starting to look at degrees that they perceive to be, for want of a better word, real degrees. Therefore, they are looking for placements in those types of industries to see what the prospects are and whether they can follow through on them and come out with that sort of qualification. The situation is improving, but it will take time for it to come through.

1860. **Mr Allister**: I was interested in what you said about your parental outreach being thwarted, because some of the evidence that we have had indicates that, despite this being a multimedia age where one might think that kids and young people draw a lot down from what they get on the web, etc, the primary and main influence on a career choice is still parental. Could you tell us a bit more about what it was that you wanted to do and what it was that you were thwarted in doing?

1861. **Mr B Campbell**: We put a proposal to DEL that we would run a pilot scheme that would involve 20-plus roadshows around different schools in the Province, and the target group would have been the parents of those youngsters in the school who were at the age of moving towards making decisions that would put them on a career path. You would be talking about parents of children in year 14 who are deciding whether to follow science subjects or not. We

run an initiative called family days, which is a transition initiative involving youngsters who are moving from the primary to the secondary sector. We get parents and grandparents to come along with the students and go through STEM activities, mainly on a Saturday morning, although sometimes after school. When we get them to do that, we also hit them with the careers information in a very friendly sort of way. If you sit down with a parent and tell them what their youngster could earn if they were to become an ICT programmer, or what they could earn in a good engineering firm and what the statistical averages are, you can see their eyes changing and their attitude changing. However, it is about getting that message out.

1862. If you ask a member of the general public what an engineer does, a very big percentage of them will still say that he mends cars. That sounds trite if you are an educated person and you know better, but that is what is happening. There is also a perception —

1863. **Mr Allister**: Why was your project rejected?

1864. **Mr B Campbell**: It was very well received, but there was a procurement wall. They thought that it would have to go through a tender process, which would have brought it well into the beginning of the next academic year, and it would have been impossible to deliver the thing in the time frame.

1865. **Mr Allister**: Is it not a timeless sort of programme?

1866. **Mr B Campbell**: It could be. Those things are still alive. In fact, the ICT one is very much alive. We are told that there is a very general problem in Departments with getting almost anything that needs a quick response done in a reasonable time frame. We hope to put in proposals in November for roll-out in the next financial year, which would be from April onwards. You prepare schools from April to June that you will be delivering the programme to from September through to the following April, but you need to know that you are getting the resources or that the project is a runner by the end of March, and that is after putting in proposals in November.

1867. **Mr Allister**: Is the uptake of your services in schools patchy or is it fairly widespread?

1868. **Mr Bill Connor (Sentinus)**: In any given year, 92% or 93% of schools, particularly in the post-primary sector, would be engaged. Over the course of two years, it would be 100%. So, engagement with schools is not an issue. We are oversubscribed for just about everything that we offer schools, so they are keen to be involved. They see the service that we provide as enriching what youngsters do in curriculum time and enhancing their perceptions of STEM careers. Brian referred to the difficulties with the primary curriculum in respect of STEM being embedded in The World Around Us. A recent report found that fewer than 5% of primary teachers come from a STEM background, so that obviously has an impact on the effectiveness of teaching in those subject areas. Again, —

1869. **Mr Allister**: Is that compensated for at all through career development, where they go off on courses and that sort of thing?

1870. **Mr Connor**: No. There is almost no continuing professional development (CPD), particularly for primary teachers at the moment. The education and library boards' curriculum advisory and support service —

1871. **Mr Allister**: There is almost no CPD per se or just not for science?

1872. **Mr Connor**: There is almost zero for STEM.

1873. **Mr Allister**: But there is CPD?

1874. **Mr Connor**: There is a certain amount of CPD.

1875. **Mr Allister**: But not for STEM?

1876. **Mr Connor**: Not for STEM. The curriculum advisory and support service in the education and library boards has

almost disappeared. Therefore, those people are not in a position to offer curriculum support to teachers in the primary sector any more. It is a huge issue for teachers at primary level.

1877. **Mr Allister**: I must say that I agree. I have an interest in my local primary school. I think that losing the focus on science by losing it in The World Around Us has been a backward step. Did you get any positive response from the Department of Education when you raised that?

1878. **Mr Connor**: Certainly, the Department of Education very much values the work that we do. As Brian says, we are limited by resource in what we can put out there. The loss of science and technology in the curriculum has had a huge impact. There is a point at which you can really influence young people and excite them about science and technology. If you do not do that by the age of 11, it becomes an issue, because some research indicates that, by the age of 12, youngsters may not have decided what they want to do but a lot of them have decided what they do not want to do, and STEM can fall into that bracket.

1879. **Ms McGahan**: Thank you for your presentation. I speak as a mother of a 16-year-old who will drop the sciences to pursue other subjects. When I try to raise the issue of her doing maths and physics, there is a blockage there. I feel, as a parent, that you need that joined-up approach. I do not feel that students are getting that encouragement or that those subjects are not being made exciting for them. Can you tell me any good news stories about females who have pursued a career in the engineering sector and who are, if you like, role models?

1880. **Mr Connor**: There are a few. We have a young girl who works with us as an ambassador. She went through one of our programmes while she was at school. She then went to university to study electrical engineering and is now employed by Northern Ireland Electricity. She is a great success story as well as being a great role model and ambassador for us. It tells a great story. There are others as well.

1881. At the minute, we are running a programme with 10 schools in the Belfast area, through which undergraduate engineers engage with young people in year 10. We have 20 undergraduate engineers involved in that, 10 of whom went through our programmes and have come back to support us because they feel that this is a message that they want to get across to young people. Many of those undergraduates are girls. So, we have lots of success stories involving girls who go on to study engineering and other STEM disciplines.

1882. **Mr B Campbell**: Anecdotally, the evidence is huge. I noticed you reading the magazine. We produce that roughly three times a year. Again, it highlights the stories of people who have done different things and had different levels of success, and so on. We find that Northern Ireland produces as good, if not better, than anywhere else in the UK in the STEM arena. We run a big celebration event every year at the Odyssey, and, from that, we sent 10 projects over to the UK as part of the Big Bang project, which is UK-wide. We also sent projects over to ICEF in America, which is worldwide, and we also sent them to Europe. We have massive successes year on year. In the Big Bang competition last year, for instance, we won four of the main categories. Northern Ireland has a population of 1·5 million people — the size of Merseyside — and we are cleaning up. Those things help, but they are at that top echelon. It needs to filter down so that you get the numbers.

1883. The main point that we keep emphasising is that we honestly believe, as an organisation, that Northern Ireland has no other option. STEM is the only answer. Obviously, there are other industries that will make up the overall economy, but if you want a driver for the economy, where else do you go, other than to a knowledge-based model? The shipyard is dead. All the big old

industries have gone or are completely wilting. We have some success stories. If you look at the success stories, you see that they are all hi-tech, innovative industries, and they use the sort of people we need to produce.

1884. **Mr Buchanan**: Thank you for your presentation. I found it and the work that you are involved in very interesting. You mentioned CERN. The Committee has only recently come back from a visit there, and it is something that we will be following up on. There is immense knowledge and expertise that can be gained from there for students and teachers, and so forth, but that is something that the Committee will follow up on.

1885. At the commencement of your presentation, you gave a summary and mentioned a number of concerns you have with current careers guidance. You raise a number of issues, yet, further in the presentation, I noticed that you do not engage directly with the Northern Ireland Careers Service. I would have thought that if you wanted to get your concerns brought in and driven forward, it would have been good practice to have collaborated a bit more with the Careers Service to ensure that it had full knowledge of the concerns that you folk have regarding the current careers guidance. What is the problem or difficulty that has prevented that level of engagement? Maybe that would have benefited the current careers guidance.

1886. **Mr B Campbell**: Probably the main reason behind it is that, historically, DEL is where the Careers Service lies. DE has been our predominant Department in support over the years and the one that we have worked most with. We have worked from time to time with different projects with Invest NI and with DEL. Coincidentally, one of the proposals that I mentioned to you was put to DEL — the one around parents — but alongside that, we proposed working with careers officers from DEL on the STEM agenda. There were five strands to it. That was a proposal specifically for us, working with careers officers on the STEM agenda.

1887. In the past, on an ad hoc basis, we have been involved with careers officers on different projects. Team R&D, the research and development project, is one of them, for instance. However, there has not been a strategic partnership, which would obviously have its advantages if we could do it.

1888. **Mr Hilditch**: In the week that the Assembly report into the creative industries was launched, including facts and figures in relation to job creation and the ICT sector, you mentioned some thoughts on it. I think you said that qualifications are not the only things that are being looked for. Do you want to further develop that issue?

1889. **Mr B Campbell**: It is specifically around the ICT issue. Historically, we have done some work in that sector, but it has not been a major component every year for us. We have been working predominantly on the science side, the engineering side, technology and mathematics. ICT has been built into a lot of that, but it has not been tackled as a bespoke discipline. This year, we were approached by one of the Departments, asking us if we would be prepared to put a proposal around doing work on ICT across a number of strands. We did that, and that was really well received, but it hit difficulties with procurement, as I mentioned. However, it is still there, and it is still being looked at to see how we can roll it out.

1890. There are two elements to the work that we do. One element is getting youngsters involved and immersed in the subject area. In other words, being enthused about technology or science or whatever it happens to be. The other element is developing them as people and managers and their overall contribution to firms. A lot of the stuff that we do revolves around team work. Very bright youngsters will come along, but they might not have much confidence. They work in teams with industrialists for a period of time, and, at the end of it, you can see the confidence growing.

1891. That is the other side to the work that we do. We let young people see what the world of work is all about. There are skills that are needed other than just coming along and being able to do the specific requirements in respect of qualifications. They need to be able to interact with other people, man manage, and so on. A number of the projects that we do home in on that as well as the technical interest side.

1892. **Mr Connor**: In respect of the qualifications, there a recognition that ICT at GCSE and A level does not prepare young people for engagement in, for example, the creative industries, in any profession that is going to involve programming. Indeed, employers will tell you that when youngsters come out of university, their degrees do not equip them with the appropriate skills to go into those industries either.

1893. **Mr Hilditch**: Those who formulated the document had a look at the Dundee situation and the hub that was created there for the industry? Do you see anything along those lines coming to Northern Ireland at any stage?

1894. **Mr Connor**: I am not familiar with the model that you are talking about, so I cannot comment on that. However, it is recognised now that the qualifications do not meet the industry needs. There are moves towards addressing that, and the Council for the Curriculum, Examinations and Assessment has introduced an A level in programming. It remains to be seen what the uptake of that will be and what the capacity to deliver that is, but that problem has been recognised. A lot more work has been done to bring kids in at a lower age group to make them interested and to give them the stimulus to want to go on to study those subjects.

1895. **Mr B Campbell**: If my understanding is correct, the employers were subsidised by Invest NI — it could be DEL, mind you — to form a grouping, and there has been some support for that. They are becoming quite vociferous and proactive in trying to drive the needs of their industry. That was set up about a year ago, and it has just received funding again to expand the work that it is doing. Therefore, things are moving, certainly at the ICT end, but there is still a long way to go. There is a big need in respect of industries wanting people.

1896. **The Chairperson**: Thank you very much for your time. One thing that David did not mention was that the recommendation in Scotland was to change STEM to STEAM to include the arts, but I do not think that you want to go down that line of thought today. Thank you very much for your time and for your presentation.

13 March 2013

Members present for all or part of the proceedings:

Mr Robin Swann (Chairperson)
Mr Jim Allister
Mr David Hilditch
Mr Chris Lyttle
Mr Fra McCann
Ms Bronwyn McGahan
Mr Alastair Ross

Witnesses:

Mr Billy Clarke Mr Gareth Eannetta Mrs Heather Reid	*Northern Ireland Association for the Care and Resettlement of Offenders*

1897. **The Chairperson**: The next briefing is from the Northern Ireland Association for the Care and Resettlement of Offenders (NIACRO). I welcome Heather Reid, service manager; Gareth Eannetta, senior practitioner for Jobtrack; and Billy Clarke, senior practitioner for Choose 2 Change. You should give a brief introduction, and we will then move on to questions.

1898. **Mrs Heather Reid (Northern Ireland Association for the Care and Resettlement of Offenders)**: I thank the Committee for the opportunity to amplify the points that NIACRO raised in its written submission in August 2012. You will be glad to know that we do not intend to reread the written response but rather to outline the key points that specifically relate to and impact on our service users. I will do that by giving a brief background of the work to outline for you the very welcome aspects that we have experienced in respect of careers and will highlight some of the issues that we consider need to be addressed.

1899. NIACRO is a voluntary organisation that has been working for over 40 years to reduce crime and its impact on people and communities by working with and providing services to children and young people, adults in the community, and people in prison and their families. Over that time, we have gained significant experience working in the training and employment context with school excluders and adults who are furthest removed from the labour market. The work that we do and the employability services that we provide are based on the unequivocal link between employment and successful resettlement. The key objective is to support individuals to progress onto what we call mainstream services, so linkage and connections with a range of relevant providers and networks is, to us, essential.

1900. Evidence presented for the consultation response is generated from our practice in three key service areas: the Choose 2 Change project, which works with young people aged 16 to 18 who have been involved in the criminal justice system to prepare them for training and increase their employability; the Jobtrack programme, which works with people over 18 and aims to assist those with convictions to return to employment; and the child and parent support programme, otherwise known as CAPS, which provides intensive support services to families whose children aged eight to 13 years are at risk of engaging in antisocial or offending behaviour. Those services span the school and community environments and do not simply focus on those who have come through the justice system but include children and families. I draw that to your attention to reinforce the point that we believe that good-quality, accurate careers information and advice has a crucial role to play in diverting people away from the justice system.

1901. From the profile of our service users across those three projects, it is clear that those we work with experience multiple barriers in their lives, including

chaotic lifestyles, misuse of drugs and/or alcohol and a risk of social exclusion. Most particularly, the key barriers that we see time and time again are poor educational experiences and discrimination. Typically, the young people or young adults who we work with have struggled in the formal education system and, as a result, consider mainstream education to be irrelevant to their future. More often than not, they become labelled as troublemakers, which causes them to become further alienated from the system, and, typically, they are among the cohort that is referred to as NEETs — not in education, employment or training. We also know from our work with employers, training providers and the further education sector that they are often reluctant to engage with people who have a conviction. NIACRO acknowledges that there are a number of reasons for that, including fear, preconceived ideas or perceptions of people with offences, lack of knowledge of the legislation, and simply being risk-averse. Challenging discrimination and providing training and support to employers and training agencies is core to our work.

1902. In considering the consultation on careers, I am delighted to note that, over the past decade, NIACRO training and employability services has enjoyed very positive working relationships with the Careers Service. Most particularly, we have well-established connections in the community with careers advisers, who attend training facilities on our premises on designated days and participate in meet-the-employer events. Those are simply events that we hold to provide opportunities for employers and other key agencies to meet service users and to have informal chats on topics such as what an employer requires from an employee, the application process and what college courses would be suitable. Ultimately, we hold the events to break down attitudinal barriers or preconceived notions that may exist. In our view, that reflects the readiness of the Careers Service to engage with the voluntary and community sector. That is a very helpful model of service delivery, where careers staff are willing to work in community settings and support individual engagement in environments that are familiar and safe. That is particularly helpful to our work, given the numbers of our service users who will not, or simply cannot, access mainstream school or FE college provision.

1903. In an attempt to break down or reduce some of the barriers that our service users face, NIACRO works proactively with a range of employers and training and education providers and offers support, training and advice on the safe and fair recruitment of individuals with convictions. It is worth noting that, over the past six to eight years, management in the Careers Service has prioritised that as an integral part of its overall staff training and development plan. The training outlines the requirements of disclosure under the rehabilitation legislation. It increases understanding of spent and unspent convictions, and it outlines good practice in recruitment processes. Ensuring that careers staff undertake that training and have access to our services for ongoing support has demonstrated a real commitment to understanding and addressing the issues for those with convictions. The result of that collaborative approach has been extremely positive for our service users. We have evidence that, on a number of occasions when individuals have faced discrimination and rejection from local FE colleges on the basis of their convictions, careers staff have intervened and challenged that practice and, consequently, opened up opportunities that would otherwise have been denied.

1904. Other positive aspects that we note in respect of careers include the professional qualification framework requirement and the low staff turnover. That ensures consistency in the delivery of a quality service and contributes to the overall commitment of staff. That is particularly important for us in terms of a consistent and informed approach in dealing with people with convictions.

1905. Despite those positive points, I would like to draw your attention to a few areas that need to be addressed. The first relates to individuals who are not attending or are excluded from school. We believe that the current arrangement of providing the individual interview with careers advisers in school is insufficient. It serves no useful purpose for young people who do not attend or are excluded from school. That profile reflects the vast majority of our young service users. NIACRO recommends that formal procedures are put in place between careers, education and welfare, and education other than at school to address gaps in provision for those designated as NEET.

1906. Secondly, we have experienced a culture of disjoint between Department for Employment and Learning (DEL) services. The key objective of NIACRO employability work is to support individuals to move to mainstream or community-based programmes as part of an overall resettlement process. In doing so, we have experience of working across a range of DEL services. Through that work, we have experienced particular and stark differences in the approach to, and delivery of, careers advice and guidance. We know that careers staff provide a professional service, using motivational skills that demonstrate a priority focus on our service users, and I have already noted the positive outcomes that that brings. However, in our experience, advisers in jobs and benefits offices and on the Steps to Work programmes do not demonstrate the same levels of professionalism or commitment. That limits their ability to support individuals, as they, unhelpfully, focus on the barriers, particularly convictions. In turn, that exacerbates the negative experiences that individuals already hold. We believe that the disparities in service delivery are caused by inconsistencies in the requirement for professional training in that area. Therefore, NIACRO recommends that all staff involved in, or required to deliver, careers advice should be trained to the same professional standards.

1907. Thirdly, we are looking at young people in custody and at cross-departmental working. We know that careers staff work effectively in the juvenile justice centre, and we welcome that, but that model is not replicated at Hydebank Wood, where the young, male population is all under 25. NIACRO believes that that is unacceptable, given the Department's responsibility to offer information and advice to all young people up to the age of 25. In order to address that, NIACRO believes that careers must become integrated within the criminal justice system and that appropriate services must be provided in Hydebank Wood. The model already in place, in which health is delivered in prisons by the Health Department, could and should be replicated here. Given that this is a cross-departmental issue, we propose that it is championed by the Employment and Learning Minister but must be owned and led by the Executive.

1908. Our final point relates to the impact of budgetary cuts. Over the past 12 months, as budgetary constraints have hit the public sector, we have noted with disappointment that the Careers Service has been unable to commit to NIACRO's employer training. That is of particular concern, because we believe that a lack of training and understanding of the rehabilitation legislation and management of conviction and disclosure issues will lead to practices that are potentially unsafe with regard to risk management or, indeed, will be open to judicial review, with implications for the Department. Our records show that, in the past 12 months, three individuals have successfully taken judicial reviews against one college and the PSNI. That is costly, and the financial and reputational risk to the Department must be taken seriously. In order to ensure that its own good practice is maintained, NIACRO recommends that the Department for Employment and Learning prioritises our employer training on the safe and fair recruitment of people with convictions as core to the staff development of all careers staff and personal advisers.

1909. In conclusion, many of the people we work with face significant disadvantage and multiple barriers in accessing training and employment. Access to appropriate and informed careers education, information, advice and guidance is core to reducing offending and increasing public safety. NIACRO welcomes this opportunity to present its views on behalf of its service users, and we trust that the points raised can usefully contribute to this inquiry, which seeks to build on what works and address those aspects of the service that are less helpful.

1910. **The Chairperson**: Heather, thank you very much. Those recommendations will be reported by Hansard, but, for clarity, could we have a copy of the paper that you are working from so that we have them in that detail?

1911. **Mrs Reid**: Of course.

1912. **The Chairperson**: You mentioned training a number of times and said that there should be the same professional standards across the board. You are asking DEL to take up your training on the safe and fair recruitment of people with convictions. Have you had any engagement with the Department of Education in that regard?

1913. **Mrs Reid**: We have not. At the moment, most of our work focuses on those aged 16 and over, particularly the Training for Success and adult programmes. Due to resources, I suppose, we felt that it was best to target those advisers who are out in the community and more linked into our service users. To go into schools and provide that service is another issue. Our focus and priority at the moment is on working in the community and with people coming into drop-in careers facilities such as the one in Ann Street.

1914. **The Chairperson**: Hydebank has no careers provision at all.

1915. **Mrs Reid**: No, it does not. We have brought in careers staff on the back of some of our programmes. They have found it very useful, as has Hydebank. However, unlike the juvenile justice centre, no agreement or protocol is in place for that to happen automatically and as a right. We feel that that is a huge gap.

1916. **Mr Ross**: I will be as quick as I can. First, I think that you do very important work. It is very important that we rehabilitate and train offenders so that they have a genuine opportunity in life and can turn their life around.

1917. When justice was first devolved to the Assembly, I served on the Committee for Justice and visited Maghaberry prison. The prison ran a number of training programmes for inmates. It struck me and stayed with me that the prison could not get inmates to engage with the training programmes. They did not see the programmes as important and did not want to train or get a new skill to give themselves an opportunity when they were released from prison.

1918. We have heard an awful lot over the past number of months about the difficulties in engaging with people. You are, perhaps, dealing with some of the people who are the most difficult to engage with. What is the current level of engagement of young people who are in prison with your organisation to try to get some level of training?

1919. **Mrs Reid**: I will hand over to Billy and Gareth to answer that, but my immediate response would be that part of the difficulty is the very formal structure of the prison setting. I made the point earlier that it was the formal education system that turned people off, and therein lies one of the key difficulties.

1920. In our experience, we have found that programmes that are driven by the needs of the individual, and which are conducted in small groups or on a one-to-one basis, are the most engaging. I know that that is difficult for a system as large as the prison system to promote, but we have been in discussions with them to try to get them to adopt a more flexible approach.

1921. Gareth works from Maghaberry prison and Billy has been in Hydebank. They may be able to give you an answer.

1922. **Mr Billy Clarke (Northern Ireland Association for the Care and Resettlement of Offenders)**: Most of my work is with young people aged 16 to 18. I come into contact with young people in the juvenile justice centre. Most of the work there is done with young people who are about to be released.

1923. They are turned off by going to college, but they are not turned off by going to the training organisations, such as the Training for Success programme, that are based in the local communities that they come from. One of the things that I do, and which the Careers Service is very good at, is to make a case for young people who are not able to sustain 35 hours a week in training. We make a case for a reduced timetable, starting off with 12 hours a week on the Skills for Your Life programme, so that they can go in and gradually work their way up to a 35-hours-a-week programme over a period of time. The young people will engage with that particular programme.

1924. They then want to become involved in the vocational programmes, so the training organisations will work them towards that, perhaps one day a week in a joinery workshop or a painting and decorating workshop, or on a work placement. Over time, say, over six months, they will increase their hours to the point at which they are able to sustain a 25-hours-a-week programme and a work placement. In that case, the young person gets the opportunity to work their way up rather than go into, on day one, a 35-hours-a-week programme only to drop out of it.

1925. **Mr Ross**: Can you give us an idea of the level of engagement? You are not going to be able to give us specific figures, but as a general percentage, how many young people are refusing to engage in any of that, even at the entry level where you are breaking them in gently? What percentage of young people are refusing to get involved in anything that you offer them?

1926. **Mr B Clarke**: I work with a caseload of roughly 50 or 60 young people in a 12-month period. The last figures that I did were in January, and that was for the first six months of my current year. Eighty per cent of young people who I work with engage in training programmes, and 20% do not.

1927. **Mr Ross**: How many of the 80% stay, do the full course and build themselves up? How many drop out?

1928. **Mr B Clarke**: Approximately 50% or 60% stay in the programmes. Young people drop out for a number of reasons. Some young people go back into custody, and some drop out because they are leaving the area for a number of reasons. Some young people drop out — they become NEET — and come back in again. We will always try to look at why they drop out. It is sometimes because there is an issue in the family, and we look at what the reasons are and work with them to try to solve the problems and get them back into training again. We go back to the Careers Service and say that there is an issue with a young person and ask whether we can reduce the hours again. In some cases, we can reduce the hours even to one day a week; in other cases, it is not possible because of the circumstances. Some young people just do not want to engage in training.

1929. **Mr Ross**: I suppose that one of the difficulties you face is that, if young people think that they will not get a job and employers will not want to engage with them afterwards, they will not see any point in getting involved in it. You said that you work with a number of employers. How many employers do you work with and is there a formal relationship between your organisation and employers whereby they help to take young people on? Or is it more that you approach various people and hope that some of them will take them on?

1930. **Mrs Reid**: It is more the latter. We have not been able to establish any clear agreements with employers to take a young person or an adult on job sampling or work experience and offer opportunities. That is, quite frankly,

primarily driven by the fair employment legislation. As the economy shrinks, there are challenges, and employers are not in a position to do that. However, we engage through our training, and we have an advice and support service. Through those processes, we engage over 500 employers every year, involving training organisations, training providers, DEL careers advisers, and so forth. Part of that is our influencing process to try to break down the kinds of attitudes and structural barriers that exist that mean people do not even get a fair chance in applying for jobs.

1931. **Mr Ross**: Finally, are you aware of any incentives that could be offered to employers to take on young people who have been offenders? Do you know of any other jurisdictions in the world where there is an incentivised scheme to get employers to actively engage with organisations that are similar to yours?

1932. **Mrs Reid**: We have looked at a number of jurisdictions, not by physically going, unfortunately, but by researching. Recently, in the Republic of Ireland, there was a very good tax incentive for employers. One of the biggest blocks is that employers are not prepared to cover the insurance, and that is a huge dilemma that organisations in the voluntary and community sector and those involved in DEL programmes face. Employers are not prepared to cover work experience, job sampling and the insurance requirements without monetary gain.

1933. **Mr Lyttle**: Thank you for your presentation. The paper is one of the most well put together that I have seen in a very long time and has clear recommendations. I am very grateful for that. I will try not to stray too far outside careers, but the Justice Minister recently announced that he intends to reconfigure Hydebank Wood young offenders centre as a secure learning and skills training college, and DEL and the Department of Justice will work together to form a concept development paper. Do you have an update of progress on that issue? Can you give a reassurance that more robust careers education will form part of any new college that is set up there?

1934. **Mrs Reid**: Last week or the week before, I attended a consultation meeting on prison reform, and the session that I attended was on purposeful activity. That considered what purposeful activity looks like and who should be involved. The principle of working more closely with DEL is certainly being taken forward. The rub is that, if the colleges were to be successful in getting the contracts to go in and deliver the services, which we call for, they would be looking to get some level of assurance that security would be reduced so that classes can take place. Currently, any inference of a security issue means that all classes are stopped, and that is a real difficulty and challenge to overcome in the prison estate. The Department for Employment and Learning will want some level of assurance that, if it is putting resources in, it will be able to deliver.

1935. **Mr Lyttle**: Have you made representations that any provision needs to enhance careers guidance as well?

1936. **Mrs Reid**: Absolutely, and that is why we are so vexed about careers advisers not knowing their rehabilitation legislation. If they are giving advice in the prison setting, it should be accurate and relevant.

1937. **Mr Lyttle**: It is interesting that, when we started out on the careers inquiry, we had a fair idea of some of the issues in mind, but I must admit that it has been useful for me to see that robust careers advice is also crucial to keeping people out of the justice system and from reoffending. That is another area that we perhaps had not completely understood to start with, so I am very grateful for your presentation.

1938. **Mr Hilditch**: My question goes back to the potential barriers that young people see cannot be broken down. It is about the opportunity to get a fair chance. I know that there are some ongoing situations in relation to the things that we have been dealing with. For instance,

someone can work in the voluntary sector and engage with young people in, say, midnight soccer. There are some great opportunities through leisure and sport for young people. However, when it comes to being employed at the local leisure centre in a permanent job, they cannot get that. I can understand the frustrations that are out there. Is there an attitude among young people that there is nothing at the end after coming through a period of training?

1939. **Mrs Reid**: Absolutely. That is the challenge.

1940. **Mr Gareth Eannetta (Northern Ireland Association for the Care and Resettlement of Offenders)**: I will comment on the back of what Heather said and in answer to some of your questions. Through my experience in Hydebank Wood, I know that the actual offering of training — or learning in skills, as it is called in there — does not relate fully or, some say, relate at all to the outside industry. We are still looking at the areas of bricklaying, joinery and plumbing, and the lads whom we are working with in there realise that there is perhaps no job at the end of that. They lose interest, and there is maybe not the want to continue in that type of training or education. We argue that any training that is offered in the prison should be related to job opportunities on the outside. You gave the example of sports and leisure. The prison has the facilities to deliver that type of training and to deliver it well, but the reality is that people will struggle to find employment in that area, especially in the likes of leisure centres. There may be other routes, if they become self-employed as personal trainers, but jobs such as that are perhaps few and far between.

1941. A lot of thought needs to be put into managing expectations of prisoners and relating that to where jobs will be available. That is where employers come in. In a lot of work that we do, we are trying to bring employers into that process. This is the ideal moment. The Department of Justice is responsible for the training, and there needs to be a process where the Department for Employment and Learning becomes involved in that and perhaps takes responsibility for it, so that training that commences in the prison can be carried on through the gate. That is another issue at the moment. People start training in prison but do not get the opportunity to carry on beyond release. If DEL were to take that mantle, it would provide some level of continuity for prisoners. As I mentioned, employers should be included. It is good to get it from the horse's mouth by hearing employers say what skills they are looking for. This is an ideal ground to start people developing skills in the areas that are required.

1942. **Mrs Reid**: One of the big things that we have tried to do through our meet the employer events is to bring employers into the prison setting so that they get a sense of what is happening for individuals; and also that the prison system itself starts to think creatively about how the world of work can come into the Learning and Skills agenda.

1943. **Mr Hilditch**: On the employer side, has there been any engagement with the 26 local councils? They have opportunities for employment.

1944. **Mrs Reid**: All the councils attend employer training, and several of them have changed their recruitment policies and procedures to reflect fair recruitment procedures. We had two representatives from Belfast City Council at our meet the employer event yesterday, and they discussed the range of opportunities that council activities can offer.

1945. **Mr F McCann**: Thank you for your interesting presentation. We had two presentations today in which we heard about the barriers that people face. Does DEL go into Hydebank or Maghaberry to start discussions about careers? In my constituency, I have run a number of training organisations in what were called traditional skills. Most of them have closed down, as people are not signing up for them. In fact, many

people have dropped away from training in traditional skills.

1946. Some weeks ago, we heard a presentation about encouraging education through sport, and I know that Chris was particularly interested in it. Part of the time is spent doing the sport that you love, but to participate, you have to become involved in education. I think that it is run by Belfast Met. There is buy-in from many young people who would not normally have gone back into education. Davy touched on the issue of sport, and that needs to be looked at.

1947. There are barriers to young people, but are there barriers in DEL to providing a careers information service in places such as Hydebank and Maghaberry?

1948. **Mr Eannetta**: Specifically looking at the Careers Service, we have had a number of employer events in the presence of all three prison establishments. The Careers Service has always been very willing to offer its services, and we commend it for its flexibility in going into areas where its services are required; people do not have to go to it.

1949. We have had no issues. Any careers advice has been brokered by ourselves; the prisons have not really taken it on because they may not see it as their responsibility. Now is the time for DEL to become involved. In our experience, the Careers Service has been very willing to provide its services where they are needed.

1950. **Mrs Reid**: The only barrier is that it is not integrated into the system. That is the key. The various bodies work very independently of one another. Any careers advice has been provided by prison staff. It is only in the past 10 years that we have gone in to try to provide the advice and guidance that relates to the conviction. Up until then, your conviction information was not even taken into account. Therefore, during their sentences, people were put through education and training that was not relevant to what they would encounter in the labour market. The frustration that an individual experiences can lead to more offending behaviour and convictions.

1951. **Mr Lyttle**: The lack of industry relevance of education and careers advice has been revealed as a problem in the education system itself. Hopefully, this can make recommendations on it across the board. It is easy to forget that it can extend to the justice system as well.

1952. **Mr F McCann**: The important thing about prisons or Hydebank is that you need a seamless process, where you deal with it inside and that process continues when people get out. That is crucial. On a daily basis, I see young people come out of institutions and just drop off the radar. That goes back to the NEETs issue. You talked about training schemes for people, but a huge number of people fall off the radar. There needs to be a community setting to allow you to deal with that.

1953. **Mr Lyttle**: A cultural shift is needed across the board — in education, justice, everywhere — to recognise the importance of getting people into work. The education and rehabilitation systems have a clear focus on doing that. Hopefully, this inquiry will challenge people to make that shift. Although we assume that it is there at the moment, it is not.

1954. **Mr F McCann**: It is all in the interpretation of rehabilitation. Departments can be fairly stuffy about how they deal with those things.

1955. **Mr B Clarke**: Can I pick up on what Fra said? That is in our response to the consultation, at point 3.13, about young people running around the streets when they come out of custody. One reason for that is that people coming out of custody over the age of 18 do not have entitlement to training, because they are over 18 years of age. They have missed it because they have been in custody. I constantly harp on at DEL and the Careers Service about that. They tell me that because a person is over 18, they are not entitled to training. My argument is that they should be. Young people who have been in the care system or

who are disabled are entitled to training up to the age of 24. However, young people who have been in the justice system and come out of custody beyond the age of 18 are not entitled to their two years' training.

1956. **Mr Lyttle**: Is there a societal attitude — I am not saying that I have that attitude, but we have to ask the difficult questions — that says that the person has removed themselves from having the option of training? Is that an issue? Fra raised the issue of attitudes towards rehabilitation. Do you think that there is a societal attitude against extending greater access to that type of rehabilitation and training?

1957. **Mr B Clarke**: Yes.

1958. **Mr Lyttle**: Right.

1959. **The Chairperson**: That is the simple answer to that.

1960. **Mr Lyttle**: We need to explore that.

1961. **The Chairperson**: Nobody else has indicated that they have a question. Thank you very much, folks, for your time and input.

13 March 2013

Members present for all or part of the proceedings:

Mr Robin Swann (Chairperson)
Mr David Hilditch
Mr Chris Lyttle
Mr Fra McCann
Ms Bronwyn McGahan
Mr Alastair Ross

Witnesses:

Ms Blair Anderson — *Include Youth*
Mr Neil Hutcheson
Mr Paddy Mooney
Mr Jason Neill

1962. **The Chairperson**: You are very welcome to our inquiry. Thank you very much for your patience. We are running a wee bit behind schedule, and I appreciate your staying on. We are joined by Paddy Mooney, manager of the Give and Take Scheme; Neil Hutcheson, the employability co-ordinator; and Jason Neil and Blair Anderson, participants in the Give and Take Scheme. It is very beneficial that, rather than just see the practitioners, we see the beneficiaries as well. I ask you to make your opening presentation.

1963. **Mr Paddy Mooney (Include Youth)**: Thank you, Chair and Committee, for the invitation. I will make some introductory remarks before handing over to Jason and Blair, two young people who participate in the Give and Take Scheme. They will talk about their first-hand experiences of the Careers Service, as well as making some suggestions as to how that service could become more effective at engaging with hard-to-reach young people. I will then talk about Include Youth's partnership agreement with the Careers Service, and my colleague Neil will come in as necessary during that discussion. We have previously highlighted the deficiencies that continue to exist in the Careers Service, including in our response to the Pathways to Success consultation.

1964. Our comments this morning are mainly focused on models of best practice. We know that the Committee has been focused on solutions during the inquiry, so we want to share positive experience, and suggest how learning from that could be replicated more widely. I think that most Committee members are familiar with Include Youth and its work, so I do not want to take up too much time on that. I will just say that our main area of work is with vulnerable 16- to 21-year-olds, most of who are care-experienced and are classified as being NEET — not in education, employment or training — to improve their employability. The Careers Service has an important role to play in the journey of all those young people towards employment. We know that the Committee is particularly interested in obtaining the views and experiences of young people directly, so I will hand over now to Jason and Blair.

1965. **Mr Jason Neill (Include Youth)**: I am 17 years old and live in Omagh. I have been on the Give and Take scheme for about 18 months and have found it very beneficial. I have experienced the Careers Service in a few different environments, and would like to share my feelings on each of those. I first encountered careers at school, at 15 years of age in fourth year. It was delivered by a careers teacher who was also a teacher in the school, but it was not delivered in any way professionally. I learned nothing from it. I believe that it actually confused me about where I wanted to go in my life. It was not taken seriously by the teacher or anyone in the class. It felt like a free class — a dossing session. I felt as if I was walking around in a maze and did not know the way out. The teacher did not motivate us, and I did not realise how

much of a missed opportunity it was at the time.

1966. I moved to the South West College after school for a short time, and it was there that I encountered careers for the second time. Due to the experience in school, I still did not treat it seriously enough. At that time, the careers sessions were led by two teachers, which made it better, as the students were offered more time to discuss their plans. However, I felt that the teachers were pushing me towards career opportunities that I did not want and which did not excite me. I felt that they could have taken on board the ideas that I had or the direction that I wanted to go in my life.

1967. Following college, I have experienced careers in my time at Give and Take. In that environment, I feel that my views are listened to. My careers officer sees me on a one-to-one basis and involves me in the process and the choices to explore, and listens to what I would like to achieve. He helps me with my research and makes me aware of any upcoming opportunities that may be of use to me in my journey to becoming a soldier. He sticks with the idea, despite barriers that we may encounter, instead of pushing me down roads that I do not want to go down in case I feel uncomfortable.

1968. If I was to employ a careers officer, the following characteristics would be very important: a casual, down-to-earth approach; a good attitude towards young people; and someone who does not force you down a way that you do not want to go. It would be better for a careers officer to come to a place where you feel comfortable rather than a young person visiting them in their office. I guess, in all of this, the biggest quality that a good careers officer would have is the ability to motivate a young person towards achieving their dream career and remaining positive despite setbacks.

1969. **Ms Blair Anderson (Include Youth)**: I am 18 years old and live in Antrim. First, I thank you for giving me the opportunity to inform you of my experience of careers advice to date. My first experience of a careers adviser was at school, and, generally speaking, it was not a very positive one, for the following reasons. The careers class was delivered by a teacher and delivered not only to my class but to the whole year group in the school hall. The teacher was very bossy, telling us what we should do, rather than asking us what we wanted to do. The approach did nothing to motivate me, as I had no input to my own career choice. The opportunity to be listened to was restricted or non-existent because of the size of the group.

1970. The teacher focused on the high achievers in the year group, not all the pupils. The teacher could have spoken to us in a respectful manner, instead of shouting at us, and not forced us to do work that they saw as relevant to their idea of our careers. There was no opportunity to discuss the options. I gained nothing from the experience.

1971. My experience of Give and Take has been totally different. The way the careers adviser and staff work is far better; they work with you and take the time for you; they are focused on me and on what I want to do. There is no slabbering. Although they do push you to do well, it is not forced on you. I have one-to-one sessions with my careers adviser, and I get the opportunity to look at possible options and to try different things through taster sessions. I love it, and I would like to have three years with Give and Take. The careers adviser and staff take the time to understand you and find out about your interests and skills. They also encourage you to get more qualifications, not only in your chosen career path, but in more general things such as life skills. They will tell you about the courses available and the requirements needed. Give and Take staff also work with you around careers. They support you and do not give up on you; they also allow for outside stresses.

1972. All careers advisers should take a more informal approach, and they should have

at least some experience of working face to face with young people. If there was one recommendation that I would make to you, it would be this: have careers advisers who have a youth-work approach or qualification. They should mix with young people and work informally, for example, meeting young people in coffee shops and discussing career options over coffee. That would mean that they were more likely to care about and understand young people and more likely to stick by them when things are rough, thereby motivating them to want to be there and achieve.

1973. **The Chairperson**: Jason and Blair, thank you for your contribution to today's session. It is good to hear first-hand from participants. You have ended up taking away from the two gentlemen between you, but your contribution has been very worthwhile.

1974. **Mr Mooney**: Jason and Blair bring a first-hand perspective to this discussion, which we hope has been informative and helpful to the Committee. I will talk a little about Include Youth's partnership agreement with the Careers Service, an approach that we believe is evidenced by Jason and Blair's remarks, and which has significantly enhanced the careers service that that group of young people has received. Include Youth and the Careers Service jointly secured funding from the Big Lottery Fund to work collaboratively to identify best practice and to develop services for young people on the Give and Take scheme. In 2010, a formal regional operational partnership agreement offering a menu of appropriate services was developed, which ensured consistent delivery across the board for those young people. That partnership won an award at the 2010 Institute of Career Guidance annual conference.

1975. Reflecting on the critical elements that have led to the development and success of that agreement, the following factors can be identified: support for and endorsement of the agreement from the highest level in both parties is critical to its success; time and effort must be invested by both parties in developing a shared understanding of the needs of the young people and how best to meet them; careful joint planning and development by both organisations; and regular reviews and evaluations need to be built into the operation of the agreement and, with those reviews, informing strategy development at project management level.

1976. Young people's participation in the monitoring and evaluation of the service is crucial and should be explicitly included in the agreement. Delivery of the service should be predicated on the flexibility that meets the needs of the client group. The importance of outreach work should be fully recognised and prioritised. The interest and aptitude of individual careers advisers in working with vulnerable and disadvantaged young people is hugely important. It is preferable if those careers advisers can volunteer to work with this client group, as they will be more likely to have the necessary commitment, empathy and skills.

1977. The Pathways to Success strategy included a commitment to further develop such partnerships. Based on the evidence presented to you today, we strongly believe that that work needs to be firmly progressed. The move away from a one-size-fits-all Careers Service has helped to deliver results for this group of young people. We believe that those partnership agreements should be replicated much more widely with other community and voluntary organisations working with hard-to-reach young people. We are committed to helping those organisations to make that happen. Thank you for your attention.

1978. **The Chairperson**: Thank you very much. Paragraph 3.79 of your submission states:

"DEL should consider organising a conference on the theme of tackling youth unemployment."

1979. What would you bring to such a conference?

1980. **Mr Mooney**: We would bring the voice of the young people and their experiences.

We would also bring the learning from our partnership of what has worked.

1981. **Mr F McCann**: Throughout the inquiry, many organisations — colleges, universities, schools, head teachers, teachers — came in. However, what we have been trying to get at is the impact of careers advice and guidance on young people: how it falls into the different categories of education and the importance of bringing people around. There have been two testimonies this morning, but I am also interested, particularly for the inquiry's purpose, in having more information in how the lack of good careers advice impacts on people. Crucially, the stories that we get differ, depending on who we have in here. However, you mentioned Steps 2 Success, and that always baffles me. We usually hear that a scheme such as that may have taken place in England, been tidied up a bit and put out as a new scheme here. When such schemes are being drawn up, does anybody bother talking to the likes of you? Do they say, "Look, we have this new scheme coming in? You have experience. Could you advise us advice on the best way to do it?".

1982. **Mr Mooney**: No; that is why we use forums such as this to share what we have learned from experience. It is about trying to ensure that that learning is replicated. This partnership first happened because of a recognition that the young people with whom we worked had received no quality careers advice and guidance. We, and the Careers Service, looked at that and agreed the type of programme that we could put in place to best meet the needs of those young people.

1983. **Mr F McCann**: I asked the question on the back of a presentation that we got from the CBI. A guy from NIE said that it had put out 50 apprenticeships a year. It was a horror story to listen to the number of young people who do not get to even the first stage of interviews. That also ties in with what we said about the fact that a whole section of young people on the ground is bypassed by the NEET strategy and by the Department.

1984. **The Chairperson**: As part of the inquiry, there is an online questionnaire. Have you had access to it?

1985. **Mr Mooney**: Yes.

1986. **The Chairperson**: I just wanted to clarify that.

1987. **Ms B Anderson**: My wee sister's friend's school recently had a careers day. That wee girl is not doing well in school at the minute due to home stuff, and the careers adviser said to the wee girl that the only place she was ever going to work was a McDonald's and that there was no point in her coming to the careers classes because of her grades in school. The wee girl has a lot going on, and that was the wrong thing to say to a 15-year-old, who then said that she was not going to finish the rest of her schooling because there was no point. That is another wee girl who is going to be left behind because she listened to what a careers adviser said.

1988. **Mr F McCann**: I had an experience exactly like that. A young lad who lives not that far from where I do told me that he could not wait to leave school and to get into McDonald's. If that is the target that kids are setting themselves —

1989. **The Chairperson**: Even careers advisers are talking about McDonald's now, and I hope that that comes out in the work that we are doing. Thanks for that, Blair.

1990. **Mr Lyttle**: Thank you for your presentation; I really enjoyed hearing from you. I had a similar recent experience of hearing advice such as your friend was given. I was told to consider options that people presented as less enviable than others. Some people would say that perhaps I should have taken those rather than come here. I understand what you are saying, and it reflects a deeper issue. There are some good opportunities via McDonald's; it has almost degree-level training. Therefore, the comment is not only condescending but completely inaccurate and misrepresentative of the positive opportunities that may be available through that route.

1991. We are uncovering all types of challenges through our inquiry, so it was encouraging to hear that the careers guidance that you get through your programme is in a format that should be delivered. You get one-to-one mentoring and guidance and are told the options, which is empowering, rather than just being forced down one particular route. I am really grateful for your contribution here today.

1992. Paddy, are you confident that DEL is engaging with you to make sure that those programmes are sustainable? Are you seeing the types of outcomes that you would like to see in respect of achieving employment after guidance?

1993. **Mr Mooney**: We focus on best practice, and that is why we have highlighted this partnership agreement. We know that, for many other young people, that service is not available, so we want to use whatever means we can to see that replicated.

1994. The young people on the Give and Take scheme are those who are furthest from the employment market, but they are interested in learning. The qualifications that they attain, with the support and guidance from our staff as well as the accompanying work of the Careers Service, are remarkable.

1995. What happens through the partnership is that every young person on the scheme gets a named careers adviser whom they meet throughout the duration of the scheme. That starts when a young person comes in for induction. The careers adviser meets them, and the information feeds into what becomes an individual action plan for the young person. Then, throughout the duration of the scheme, the careers adviser regularly meets that young person until, finally, when they are ready to exit the scheme, an exit strategy is formed, in which the careers adviser plays their part by guiding the young person. Most of our young people move on to mainstream training; about 10% or 12% move into employment, and about 60% move into training.

1996. **Mr Lyttle**: Progression is being achieved.

1997. **Mr Mooney**: Yes, definitely.

1998. **Mr Lyttle**: What do you guys hope to go on and do?

1999. **Ms B Anderson**: I want to be a youth worker.

2000. **Mr Neill**: Military.

2001. **Mr Lyttle**: And you are making progress towards that?

2002. **Ms B Anderson**: Give and Take has helped me a lot. I did a Prince's Trust course, too, which — do not get me wrong — was fun, but Give and Take supports and stands by you no matter what. The careers advisers seem to care more; they seem to have, as I said, a youthful approach. That is very important for careers advisers; they need to be on the same level as young people. Young people would resist someone who was bossy.

2003. **Mr Lyttle**: I am grateful to hear from you today. If you ever want to come here for work experience or to find out more about the Assembly, you are more than welcome.

2004. **Mr Neil Hutcheson (Include Youth)**: May I just make a point about what came up with the Northern Ireland Association for the Care and Resettlement of Offenders? David, I think, talked about young people not finding employment and how they realise that it is not going to happen.

2005. It was pertinent that you, Chris, mentioned McDonald's, because it is doing very good work around employing people. It is looking heavily at the ways in which you can employ people without having to go through the standard mechanisms of filling in an application form, which can be quite difficult, or doing an interview, which is also very difficult. It is looking at employing people as trainees for a trial period; it gets people to come in and prove themselves over two, three or four weeks. That is their interview, and, if they are successful, they get a job. I

recommend that the Committee look further at that.

2006. I know that loads of work is going on through CBI, Business in the Community and organisations such as that. Look at what employers can do within the law. A big part of it is that employers are scared. It costs a lot of time and money to find out what you can do through recruitment. Take, for example, ring-fencing jobs: if you employed, say, 10 people, could you make sure that one or two of them has a conviction or is from care? Such things could be explored a wee bit more. The Equality Commission would be the place to look at that.

2007. **The Chairperson**: We could look at getting a research paper on that, if members are in agreement.

2008. Just before you leave, I want to say that the reference to McDonald's was used as an example; it was not a recommendation or an endorsement. *[Laughter.]*

2009. **Mr Lyttle**: Other fast-food outlets are available.

2010. **The Chairperson**: I think that an interest would have had to be declared at some stage.

2011. Folks, thank you very much. Jason and Blair, I wish you well in your career paths. I thank Include Youth for the support that it has given to these two young people and for bringing them to the Committee today. Thank you very much.

10 April 2013

Members present for all or part of the proceedings:

Mr Robin Swann (Chairperson)
Mr Jim Allister
Mr David Hilditch
Mr Chris Lyttle
Mr Fra McCann
Ms Bronwyn McGahan
Mr Pat Ramsey
Mr Alastair Ross

Witnesses:

Ms Fiona Browne	*Northern Ireland Schools and Colleges Careers Association*
Ms Cathy Moore	
Ms Julie Richardson	

2012. **The Chairperson**: I welcome to the Committee Cathy Moore, chairperson of the Northern Ireland Schools and Colleges Careers Association (NISCA); Fiona Browne, head of careers at Grosvenor Grammar School; and Julie Richardson, head of careers at Ballyclare High School. Thank you for coming. I am sure that you are aware that we usually allow about 20 minutes to half an hour for a presentation and questions. We assume that members have read the written briefing that you provided, so this is really an opportunity for you to provide any additional information or clarification. With that, I hand over to you.

2013. **Ms Cathy Moore (Northern Ireland Schools and Colleges Careers Association)**: Thank you for the opportunity to come back to the Committee. We would like to emphasise and pick up on the points that we have made under the terms of reference of the inquiry. I suppose that you can see how wide-ranging the inquiry is now that it has been going on for a number of months. When you start to dig, many more questions emerge. We have provided the report of evidence from our members that we promised. It is purely factual and is based on 104 anonymous responses by NISCA members at its most recent conference. NISCA members deliver careers guidance or education in schools and colleges, mainly schools. You can see that the kind of information that they provided gives quite an accurate view of what is happening in schools and colleges, and the concerns that people delivering careers advice have.

2014. I am aware that you sent out a survey for young people, to which I hope you got a good response because it is quite difficult to get responses on this issue. To enable our members to be honest, the main condition that we placed was that they provide their board area and type of school. That is because once you ask someone to name a school, I am afraid that they do not want to give that level of information. There is a climate of fear in a lot of schools at the moment because the budgets have been cut so severely that many schools have moved from voluntary to compulsory redundancies, and you can see the effects of that. We asked 24 or 25 questions and calculated the responses as percentages. The key areas that we need to pull out are those that show the result of the budgetary cuts.

2015. Things had been moving on quite positively with careers education, information and guidance (CEIAG) in schools and colleges with the joint strategy of Preparing for Success and the entitlement framework moving towards full implementation in 2013-14. As people were asked to choose alternative qualifications and different pathways earlier, careers education suddenly became really important in schools and colleges. We were delighted by that. However, because the funding for entitlement framework work and area learning communities has been reduced, and because all public services have had cuts, we can see what is happening.

2016. One of the main concerns is that an awful lot of staff — 531 overall — are delivering careers education. Altogether, 302 are delivering career guidance. When a subject is very spread out among staff, there will be a lack of communication and a lack of training. In theory, when a teacher is trained in Northern Ireland, they are trained in the secondary sector for a specialist subject but can teach any other one subject, up to a level below what they have been educated in. Careers education is traditionally farmed out to anybody who has space in their timetable. That is not new. The result is that you have inconsistencies in any school as to how the careers programme is delivered. We are more concerned about the inconsistencies across Northern Ireland in schools and colleges, particularly post-primary schools. If you asked a young person about the careers programme that they received, the answers would vary wildly depending on which school they went to and in which board area.

2017. There is positive news to come out of the survey. A very high percentage of schools and colleges have a dedicated careers room or library — 98% of them — so a lot of good work has been going on. Learning for life and work and careers education are viewed mainly as separate subjects. There can be good support for the careers department from a senior management team in a school. A higher proportion are very supportive or generally supportive as opposed to not supportive.

2018. The key and glaringly negative area is the problem with work-related learning activities in school. You have been very interested in work-related learning because it is supposed to prepare young people for the world of work and to help them to make informed decisions. Work-related learning activities could be bringing employers in to speak to classes or whole year groups. It could be bringing classes or small numbers of students on industry visits. It could be formal work experience, work shadowing or voluntary work. It could also be an activity that involves a lot of employers who will share their expertise on particular career areas. That is where we fall down because of a lack of funding. If you want to bring a group on a visit, it is very expensive to hire a bus. However, it is also a question of a lack of time. In question 17, schools and colleges were asked whether they had adequate financial resources and sufficient staffing for work-related learning activities. In response, 62% did not consider themselves to have adequate financial resources and 63% said that they did not have adequate staffing.

2019. It is down to budgetary and time constraints and how work-related learning is viewed in the school. Work-related learning is a key component of a careers programme. In theory, it is supposed to be mapped across the curriculum. Every area of the curriculum can contribute. For example, the history department could bring in Amnesty International. However, staff are reluctant to take part or are not released from the timetable to plan such events. Business education partnerships (BEPs) are key in that respect. BEPs, which are funded by the Department of Education, are groups of local clusters of schools working with local employers. Some people pointed out that the only way that they feel they can provide work-related learning activities in their school is through BEPs. However, the funding for BEP programmes has been slashed year on year. I do not know how many are active throughout Northern Ireland but there are significantly fewer than used to be the case. Again, they rely on not just the financial budget but on the time for teachers to be released from school to meet employers to get activities running.

2020. Another major concern is training for those delivering careers education in schools and colleges. Questions 24 and 25 relate to that area. As a professional organisation representing those delivering careers education in schools and colleges, we are aware that there has been a high turnover of staff in recent years. When we update our membership lists, we find quite a

number of changes in any one year, so we know that there has been a change of personnel. I think that it has been 11 or 12 years since a qualification for those who want to deliver careers education in schools has been available. Only 38% of respondents have a careers qualification.

2021. Of those 38%, six are further education careers advisers. The further education colleges employ full-time careers advisers, so it is a different role. Ten of the 38% wrote notes into the margin of their response forms to say that they did have a careers qualification but it was attained many years ago and they would appreciate a refresher course or updated qualification. Of those who did not have a careers qualification, 85% said that they would like to have one, so the will is there. A lot of people want to gain accreditation for the work that they are doing and gain more support. The will is also there from principals. In the west Belfast area learning community, our principals have been asking where such a qualification could be gained, because they would like to give status to CEIAG in their school. There was no space for comments, but people scribbled things into the margin to express their concern about how vital and important they felt this was.

2022. So the careers qualification is seen as important. It is quite difficult to deliver a subject across a curriculum and co-ordinate something without some form of training. It may not even need to be a formal qualification, but access to training for teachers or for those delivering work-related learning activities and careers is very inconsistent and varied across Northern Ireland. The education and library boards employed specialists in careers who were able to support all the schools within their area. If someone new came into post, they could contact the board and have a meeting with a careers specialist who would help them implement career programmes in their school and support them along the way. However, with the education and library boards all merging and becoming the Education and Skills Authority (ESA), the careers specialists in the boards are no longer there and, as far as I can see, there is no provision being made in ESA.

2023. That is similar to the STEM — science, technology, engineering and maths — specialists. That sometimes goes hand in hand with careers. Each of the boards also employed a STEM careers specialist who was able to help the schools and colleges implement STEM programmes and awareness activities for the parents of their students, for the students and for their staff. Again, with the move from the boards to ESA, I am not aware of any provision being made specifically for STEM. I am afraid that we are losing an awful lot of expertise. I am also afraid that we are losing the momentum that we had from Preparing for Success and the joint strategy because of financial constraints and a lack of staff. I will ask Fiona and Julie to add anything that I have not covered, because it is a 10-page report and there were 104 respondents to the survey.

2024. **Ms Julie Richardson (Northern Ireland Schools and Colleges Careers Association)**: The report really backs up the recommendations that we made in the initial submission. Cathy highlighted the issue of the qualification. We also recommended a generic job description and personal specification and said that principals and boards of governors could be held a bit more accountable for CEIAG provision in their schools and that it should be a statutory obligation for schools and colleges to provide CEIAG. If that went hand in hand with ring-fenced funding, it would also be helpful. There was, for example, money for a STEM/CEIAG project offered this year. That ring-fenced funding was quite substantial and was seized on by a lot of schools, including my own. That was done through the area learning communities. When funding like that is available and is ring-fenced for careers, it can make a difference.

2025. The area learning communities are positive things that push forward the careers agenda, along with their career subgroups, where groups of schools

work together. In the North Eastern Board area, the careers subgroups are very active in the area learning communities. Also, there is a drive for cross-curricular careers guidance across subjects. Every inspection that is carried out in schools will include careers, which is a driver for change.

2026. I reinforce what Cathy said about the work-related learning opportunities. In schools, there are so many competing interests for limited time and money. Unless there is a statutory obligation, it is difficult for careers to fight its corner among all those interests.

2027. **Ms Fiona Browne (Northern Ireland Schools and Colleges Careers Association)**: Cathy and Julie have covered everything, so I have nothing further to add just at the moment.

2028. **The Chairperson**: There was talk about the inconsistency and inspections. Do the Education and Training Inspectorate (ETI) inspections not provide consistency in careers guidance across the schools, or is it not an area that they are specialised in?

2029. **Ms Richardson**: You might or might not have an inspector who is a careers specialist.

2030. **The Chairperson**: Yes; an inspection is not going to help consistency at all. I am aware of some schools being marked down on careers in ETI inspections.

2031. **Ms Richardson**: Yes.

2032. **The Chairperson**: If an inspector is not qualified in careers, they will not have the expertise.

2033. **Ms Moore**: Yes. However, it has helped to raise the profile of careers. Boards of governors and principals listen to the ETI and have been told that careers will be part of any inspection, regardless of the focus. That has helped to drive the subject within schools, and careers departments have received much more support from their senior management teams and boards of governors. So, in that instance, it has helped the drive in individual schools.

2034. **The Chairperson**: But not across the board.

2035. **Ms Richardson**: The ETI produced the quality indicators for assessment against Preparing for Success. I guess that all the inspectors must be aware of that, and I assume that that would produce some consistency of approach. The role of the ETI is to inspect and tell you what needs to be done. As Cathy said, what is really missing is the advice. The curriculum advisory and support service (CASS) that was in the boards has now gone.

2036. **The Chairperson**: You said that a formal qualification in careers has not been provided for the past 10 years or so. Who provided that and why was it stopped?

2037. **Ms Moore**: The last one that was available was provided through an amalgamation of the education and library boards and their specialists. Previously, the University of Ulster and Queen's University provided something. It has taken several different forms over many years.

2038. **The Chairperson**: What was the duration of that course?

2039. **Ms Moore**: It was roughly a year.

2040. **Ms Richardson**: Yes. The one that I did was an amalgamation between the North Eastern Education and Library Board and Queen's University. That was about 10 years ago. I think that it lasted a year or possibly two.

2041. **Ms Moore**: One of the recommendations of Preparing for Success was that a careers qualification should be available for those working in education. I am also aware that the entitlement framework team in the Department of Education has been working on that. I believe that it is developing modules to be delivered, but I do not think that it has sought accreditation yet or been piloted. That has been ongoing for a few years without any update.

2042. **The Chairperson**: This may be a harsh question. Are those teachers without

qualifications who take up careers guidance posts to fulfil their timetable commitments endangering the career prospects of the pupils they are trying to guide?

2043. **Ms Moore**: That could be.

2044. **Ms F Browne**: A lot of schools run very strong training programmes, but that will be dependent on heads of careers organising those. We encourage teachers to go to the NISCA conference because there are various training sessions at it. We also encourage staff to go out into industry and get some training in that way. It is very much dependent on schools and heads of careers driving that forward.

2045. **The Chairperson**: Thank you. We will move to questions from members.

2046. **Mr Allister**: In addition to the dearth of qualification opportunities, a related matter seems to be the inadequacy of continuing professional development (CPD) opportunities. The answer to question 21 is quite startling. It shows that almost half of careers teachers have no access to continuing professional development. Indeed, some of the other answers are even more startling. For example, someone in the Western Board area said that they were not aware of any CPD in their region. It is a bit of a double whammy: there is the absence of a formal qualification encouragement or facility, and there is also stagnation where there is no CPD.

2047. **Ms Moore**: Yes. Careers is probably the one area of the curriculum that requires the most CPD. The economy changes, young people change, trends change and qualifications change. We keep up to date professionally and will find things out online, but nothing can replace the opportunity of meeting people in industry, meeting each other and working in clusters. The area learning communities have careers subgroups, and the careers teachers will meet in those. They might provide some CPD for each other through the sharing of knowledge. However, it is dependent on schools allowing teachers out to do that.

2048. **Mr Allister**: That is very ad hoc; there is no formalised CPD anywhere.

2049. **Ms Moore**: We run two national conferences and have a very strong attendance. We are the only cross-Northern Ireland body for careers professionals working in schools and colleges. Each year, our two conferences, in May and November, are very well attended.

2050. **Mr Lyttle**: They are very good.

2051. **Ms Moore**: We invited Chris to the November conference, which we ran in conjunction with the Department for Employment and Learning's Careers Service for the first time. We had just over 300 delegates. The Minister of Education opened the conference. We had workshops that people could choose from because not everybody has the same CPD needs. We hold that conference twice a year, but teachers may or may not be released to attend it. That is the only cross-Northern Ireland training.

2052. **Mr Allister**: How does the CPD provision in careers compare with any other subject?

2053. **Ms Moore**: It is probably about the same.

2054. **Mr Allister**: So you think that CPD is a problem across the sector?

2055. **Ms Moore**: It is more of a problem in careers because of the changing nature of the subject.

2056. **Mr Allister**: Yes, it is constantly evolving. So you are not keeping up to speed with it really.

2057. **Ms Richardson**: I teach geography as well as being head of careers. I have a degree in geography. Teachers with qualifications in their subject may have less need of CPD for that subject than they would have for careers, in which people are not trained at all.

2058. **Mr Allister**: You have suggested to us that it can only get worse. You said that you were unaware of any provision for careers in ESA.

2059. **Ms Moore**: That is correct. We are sliding downhill.

2060. **Mr Allister**: That will be compounded by the absence of any focus on STEM speciality.

2061. **Ms Moore**: I could be wrong: there could be provision in ESA for STEM, but, if there is, I am not aware of it.

2062. STEM and careers have an obvious overlap because those who work in careers need to work with labour market information. However, it is also separate. I think that some of the STEM representatives who worked for the curriculum advisory and support service through the boards had previously been engineers, science teachers and so on.

2063. **Mr Allister**: Where have those people gone?

2064. **Ms Richardson**: Some of them went to W5. The lady who was in the North Eastern Education and Library Board had been a science teacher. Then, when we had a CASS careers service, she worked as a field officer. She is now with W5, which runs the STEM Ambassadors programme and various other —

2065. **Mr Allister**: Does that have the same reach as would have been obtained through the education and library boards?

2066. **Ms Moore**: They would not be on the end of a phone or able to visit a school specifically to help it to embed a STEM programme.

2067. **Mr Allister**: Is there no one on the end of a phone now?

2068. **Ms Moore**: There is one STEM adviser left in the Belfast Education and Library Board (BELB).

2069. **Mr Allister**: OK.

2070. **Ms Moore**: There may be another adviser, of whom I am unaware, in another board. Michelle Fulton is still employed by BELB and still has the remit of STEM and careers. I do not know what will happen with her role as things merge.

2071. **Mr P Ramsey**: Cathy, good morning.

2072. **Ms Moore**: Good morning.

2073. **Mr P Ramsey**: Your presentation and written submission were very comprehensive. They do not differ greatly from what the Committee has been looking at over recent months on the lack of guidance and inconsistency.

2074. In your paper, you state that schools have noticed a reduced budget for careers and guidance since 2010.

2075. **Ms Moore**: We chose 2010 because that was really when Preparing for Success made itself felt. The document and strategy were launched in 2009. Suddenly, careers guidance was pushed up the agenda in schools, and we noticed some really good things happening.

2076. **Mr P Ramsey**: Will you qualify that by telling us by how much the money has been reduced? Will you give us more evidence that would assist the Committee in its inquiry? From where did you get the evidence of a noticeably reduced budget?

2077. Another area that I am very keen to hear about is joined-up thinking. Over recent months, even in our constituencies, we have seen that there is no joined-up thinking between the careers services provided in schools and colleges. Parents still place a high emphasis on getting their sons or daughters to do teaching or law degrees despite there clearly being no jobs for them at the end of that. The new industries in Northern Ireland will be in financial services and ICT. From where is guidance coming into schools to try to motivate our young people towards those degrees?

2078. Finally, you reference children with special needs throughout your submission. There is a post-19 lobby group across Northern Ireland. The parents involved in that believe that children who want to leave school are forgotten, compared with other regions of Britain, for example. There is no hope for those with special needs and learning difficulties. I raise that as chair of the all-party group on learning disability because it is a subject that

comes up continually. As a group, they have been failed.

2079. **Ms Moore**: You have a point. In fact, they may not necessarily be in a special educational needs (SEN) school. There are quite a number of individuals with SEN in the vast majority of mainstream schools. I can give you instances of those who have done extremely well to have stayed on in education until they were 18, managed to progress to a university course and, perhaps, struggled there, or not progressed to a university course. I have found it very difficult to find support for such individuals and their families on their leaving school at 19. What they feel that they can and cannot do is very specific. We are an all-boys school and have quite a number of pupils on the autism spectrum. We try to find work experience placements, and it is a matter of finding employers who are understanding enough to offer a week's work placement to a young person who will react to things differently from what they are used to, if I can put it like that. There is a huge gap.

2080. **Ms Richardson**: We have special educational needs pupils in our school. It is true across the board that, at each transition, as they move from one Key Stage to the next, there is a transition review with a number of professionals. At those points, a careers teacher will sit in to give guidance on what they should be doing as they progress to the next Key Stage. The University of Ulster organises a very good event for pupils with special educational needs. It looks at all the difficulties and the support that is in place for these pupils as they move from school to university.

2081. **Mr P Ramsey**: I am not being critical, but I am trying to reconcile the statistics given to me. A child with learning disabilities is four times less likely to go on to full-time employment than a child who does not. So something is failing that group of people. I am trying to determine how we can help and give comfort, particularly to the parents.

2082. **Ms Moore**: There are some training programmes available for those with specific learning disabilities, but I think that there are certain categories of learning disability and, again, it might depend on where individuals are, geographically, in Northern Ireland. There is a gap, yes.

2083. I want to pick up something that I did not mention. One point that comes through from my talking to young people is that one-to-one career guidance is key, and I am sure that that has been mentioned on a number of occasions by those whom the Committee brought in to provide evidence. A careers programme through each school should include one-to-one career guidance with the Careers Service, usually in year 12. However, there are issues of joined-up thinking between the Department for Employment and Learning's Careers Service and the Department of Education's schools. There can be a them-and-us attitude. I know that the Careers Service has, sometimes, encountered significant problems gaining access to young people in schools, but I am also aware that there is an extremely good menu offered by the Careers Service to any school. That menu could include one-to-one guidance at all transitional stages for all students.

2084. **Mr P Ramsey**: Does it happen?

2085. **Ms Moore**: No, although the menu is there, a school may not want it or allow it. However, if you were to take everything on the menu, you would, in theory, probably need a careers adviser to be available to your school three or four full days a week, every week, all year. We have, for example, 175 students in each group who would require one-to-one guidance. That is for all pupils in year 10, year 12 and the transition year of year 14. I am not brilliant at maths, but 175 times three is just shy of 600. How does that work? How can one person do that within any given timetable? We appreciate that the menu offered by the Careers Service is absolutely fantastic, and we are very aware that one-to-one career guidance is key. It can make a lot of difference, but

it should not happen on its own. It must be complemented by a good, thorough careers programme in the school, provided by the school.

2086. **Ms Richardson**: We have two careers advisers linked to the school and 186 pupils in each year group. The advisers do one-to-one interviews with year 12 students, and it takes them about three mornings a week for quite a few months just to get through those. If they were to do that at every transition point, it would take much longer. The rest is done by careers teachers within the school.

2087. **Ms F Browne**: Careers advisers go around a number of schools.

2088. **Ms Moore**: They have quite heavy workloads.

2089. **The Chairperson**: Pat, you made a couple of points about the budget for ICT and engineering.

2090. **Mr P Ramsey**: The budget question may not be for today, but can you supply any information that clearly identifies a clear budget line reduction either in primary or post-primary schools? Why is priority not being given to ensuring that young people are better prepared to meet industry needs in Northern Ireland going forward?

2091. **Ms Richardson**: Momentum and e-skills, through their strategy, are very good at putting out the message about careers in software development in Northern Ireland. That message comes into our school regularly. Again, however, there is the factor of pupil and parental choice and the fact that A- level maths and physics, which are difficult subjects, are needed. That also applies to computer science, with many pupils preferring ICT. I suppose that it is the status of careers such as —

2092. **Mr P Ramsey**: I will finish here, Chair, because I have taken up enough time. There does not seem to be sufficient engagement with parents. Throughout all the presentations that we have received, we have heard that parents still have the choice when it comes to what they want their child to do. It is the parents who need the career guidance rather than the children.

2093. **Ms Moore**: There are some pockets of very good practice across Northern Ireland. A school will hold a careers day or a careers evening once a year and bring in all the parents with their students. Any time that my school holds any parental event, I make sure that I am there, and I give a presentation and hand out labour market information. I am aware that the Careers Service has just, for the first time, published a new parental guide, which will be sent out to all schools to be passed on to parents. So some information is being provided, but there are only isolated pockets of good practice. There is a problem gaining access to parents.

2094. **Ms Richardson**: You cannot force them. I give out the information, but they are attracted by the status and pay that go with jobs in medicine and law.

2095. **Mr F McCann**: As usual, Pat has hogged the meeting. *[Laughter.]* He asked some of the questions that I would have asked.

2096. It also needs to be recognised that a huge number of families have difficulties. They may not be directly tied into careers guidance because of the pressures in family life. It is about how you deal with and involve such families.

2097. I was interested in what you said about the role of boards of governors and principals. Has their role hampered careers guidance or advice in schools, and, if so, how do you get over that?

2098. Pat is right to say that the Committee has heard mixed opinions and advice on the best way to deal with the STEM issue. One of the more interesting points was made by scientists who have gone into schools, especially primary schools. They talked about the enthusiasm that exists in very young children, but said that, within months of their leaving school, that enthusiasm wanes because of the lack of guidance.

2099. If you had a magic wand, what would you do to fix the careers advice circle? Is it

about trying to find a proper mechanism to deal with grades? Would you concentrate on primary, would you mix primary with post-primary, or would you prefer the concentration to be on even younger children to try to encourage young people and point them in the direction of careers?

2100. **Ms Moore**: Preparing for Success was launched with a whole framework of learning intentions based on careers. Those were for children from the age of four to 19. The 11 to 19 age group has been picked up on in many of the post-primary schools, but I am not aware of what is being done in the primary sector with Preparing for Success. I do not know whether primary schools adopted those principles and recommendations or used the framework at all. In theory, they had this huge framework to map what any young person anywhere in Northern Ireland should be learning about and taking part in regarding CEIAG. The theory is fantastic because if someone starts your school at age 11, you will know what they have done between the ages of four and 11, so you can build on that. However, I genuinely do not know whether this framework was adopted in the primary sector. I am also aware of the dearth of proper science on the curriculum in the primary sector.

2101. Really, we are looking at two things: STEM and careers. Sentinus runs some excellent programmes on STEM. They link up with and go into primary schools, but that may happen only once in a primary-school child's life. Your question is what happens after that. I cannot answer for the primary sector and STEM: I do not know whether enough has been done. However, I know that there has been a lot of funding ring-fenced specifically for STEM career activities and STEM activities in the post-primary sector, and those have worked. It has worked very well because it is not a one-off activity; it is something that you will embed into the curriculum, prepare students for and follow up on. I do not know what is happening with funding in education for STEM any more, although some has been available this year.

2102. **Mr F McCann**: What about the role of the principal and board of governors?

2103. **Ms Moore**: I was pleasantly surprised by the responses from our members who said that their senior management was generally quite supportive. Had the survey been five or 10 years ago, there would not have been a very positive response, so I think that the fact that ETI has pushed and said that it would be inspecting this has pushed it up the agenda. Again, that will depend on the board of governors and the principal. As I have said to the Committee before, they have a lot of power: the principal, senior leadership team and the board of governors.

2104. **Ms Richardson**: They have a lot of responsibility and a lot of competing things to operate.

2105. **Ms Moore**: Yes, they have a lot of responsibility and a lot of competing things to consider within smaller budgets.

2106. There are some interesting comments: you will see that some members of careers teams are on senior management teams. That works quite well because they will make sure that the careers voice is heard. It has also been recommended that there be a link person on the senior management team in each school for careers and for STEM. I do not know whether each individual school will pick up on that. If someone is making that voice heard at senior management level, there is a much better chance of integration across a school; of getting more support when it comes to time; and of having more of an understanding across a school of what CEIAG and STEM are, why they are important, where they fit in and whose responsibility it is to deliver each of the components.

2107. One of our original recommendations was that boards of governors and principals be held more accountable, which would definitely help. On the positive side, much work is being done and things are getting better, although we have our glaring inconsistencies.

However, given all that work and the improvement, we worry about what will happen now: will all of this just fall flat?

2108. **Mr F McCann**: Where should the concentration of resources rest initially? Should it rest at primary level so that young people can be taken through, or should it be at post-primary level?

2109. **Ms Moore**: For CEIAG, it would ideally be in the years 11 to 19, because research shows that young people start to explore careers ideas from probably the age of eight. However, it is very vague. The real work for CEIAG happens in the years from 11 to 19. You do what you can and build and build until you get to the key transition points of 14, 16 and 18. You cannot just throw everything that you have at 16-year-olds and say that they can have individual help. It has to be built on. It should certainly start in the primary sector, but specifically for careers, the focus definitely needs to be on the years from 11 to 19. However, STEM is different and should probably be regarded much more seriously in the primary sector. I am sorry; I am talking in cross-purposes between STEM and careers.

2110. **Ms F Browne**: I feel that the temptation is to ignore the primary sector too much, but that is where you set the drive, ambition and determination in your pupils. It is not even that they have a career in mind, but they may want to be something and to be successful. That is where careers kicks in in primary school, because you are sowing the seeds early so that those children can achieve and do whatever they want. They just need the help to do it, and that drive comes from within them.

2111. **The Chairperson**: I have a two-year-old who wants to be a fireman or a cowboy. I do not know whether she will be either. *[Laughter.]*

2112. **Mr Lyttle**: Thank you for your presentation. I commend the Northern Ireland Schools and Colleges Careers Association's work, and it was great to be at the previous conference. I found that conference extremely helpful and thought that it was fantastic. I am glad that we have conducted the inquiry into careers, because it is clear that, despite a lot of progress being made, there are still a lot of issues, and hopefully our report can support the work that people are doing on the ground. Is there a need to place stronger obligations and/or statutory obligations on school principals and boards of governors for the content of and provision in careers?

2113. **Ms F Browne**: As soon as you make it statutory, it will have to be done, and that will then ensure that it will be done. It gives it greater status and greater kudos, and it ensures that more progress will be made. So, the answer is yes.

2114. **Ms Moore**: It is a resounding yes, not just from we three representatives but from anybody who works in this sector or in schools.

2115. **Ms Richardson**: It is difficult to balance that against the entry requirements for jobs and university, which are higher all the time. Pupils need to get as much teaching time as possible. However, if it were made statutory, that would give it more weight.

2116. **The Chairperson**: Thank you very much for your presentation and your time.

10 April 2013

Members present for all or part of the proceedings:

Mr Robin Swann (Chairperson)
Mr Thomas Buchanan (Deputy Chairperson)
Mr Jim Allister
Mr David Hilditch
Mr Fra McCann
Ms Bronwyn McGahan
Mr Pat Ramsey
Mr Alastair Ross

Witnesses:

Mrs Patricia Lewsley-Mooney	*Northern Ireland Commissioner for Children and Young People*
Ms Mairéad McCafferty	*Office of the Northern Ireland Commissioner for Children and Young People*

2117. **The Chairperson**: Patricia and Mairéad, you are very welcome. Thank you for your formal submission, which, we assume, all members read prior to your coming. We would like you to give back-up and supplementary information to what you have presented already. Over to you.

2118. **Mrs Patricia Lewsley-Mooney (Northern Ireland Commissioner for Children and Young People)**: Thank you very much, Mr Chairman. I thank the Committee for inviting us to give evidence to the inquiry. I will introduce Mairéad McCafferty, who is the chief executive of the Northern Ireland Commissioner for Children and Young People (NICCY) and whose background is in education. I will give a brief presentation and then take questions from members.

2119. Under the legislation that created my office, I have a mandate to keep under review the adequacy and effectiveness of the relevant authorities in law practice and services relating to the rights and best interests of children and young people. In carrying out my office's functions, my paramount considerations are children's human rights. The work of my office is based within the United Nations Convention on the Rights of the Child (UNCRC) and other relevant human rights instruments, including the United Nations Convention on the Rights of Persons with Disabilities. In correspondence last year with the then Chair regarding the Committee's request for written evidence, which you outlined, I welcomed the Committee's inquiry into this important area. I understand that the purpose of the inquiry is to identify areas in which the 2009 joint Department for Employment and Learning (DEL) and Department of Education (DE) careers education, information, advice and guidance (CEIAG) strategy is failing to meet the needs of a number of target groups. I am aware that, in carrying out the inquiry, the Committee has a particular interest in groups, including school-age pupils, young people, the unemployed and those living in rural and urban areas.

2120. Members may be aware that the age remit of my office for children and young people is 0-18, except in two particular instances — children who are care-experienced or those who have a disability — in which case the remit is up to the age of 21.

2121. In conducting work under my statutory remit, I seek to focus on the most vulnerable groups of children and young people in Northern Ireland. Last year, and following the Committee's call for evidence to the inquiry, I provided it with a copy of my review of transitions to adult services for young people with learning disabilities. I commissioned that scoping report in response to concerns that were reported to my office regarding the effectiveness of transition arrangements for young people with learning disabilities. Although NICCY's

transitions review did not focus on careers education, information, advice and guidance directly, it identified that there are gaps, weaknesses and inconsistencies in arrangements to support young people with learning disabilities and their families in enjoying a successful transition to adult services. Having received the written briefing from us to accompany my oral evidence today, members will be aware that my presentation focuses on the key findings of that review that are of relevance to Committee's inquiry.

2122. Before talking further about the inconsistencies that were identified through my transitions review, it is important to outline the rights that children and young people should enjoy in careers education, information, advice and guidance. As outlined in the briefing, a number of articles of the UN Convention on the Rights of the Child contain key provisions that are of note to the inquiry. The convention has four general principles, two of which are highlighted in my briefing: article 2 and article 12. Article 2 is essential to my role in seeking to promote the human rights of the most vulnerable groups of children and young people in Northern Ireland. It acknowledges that children and young people have the right to enjoy those rights in equality with others and without discrimination. Article 12 highlights children's rights to be heard and to have their views taken into account in all decisions affecting them in line with their age and maturity. It also provides children with the right to representation to ensure that their views are adequately considered in matters that affect them. Article 13 complements article 12 and is crucial to the provision of careers education, information and advice guidance. So, article 13 outlines young people's right to seek and to receive information that is useful to them.

2123. Like article 13, article 29 contains a further right of provision. It explains the key benefit that children and young people should enjoy as a consequence of their right of access to education. Crucially, as outlined in my briefing, article 29 implies that education should prepare children and young people for embracing the broad range of life experiences and learning processes that will enable them to develop their personality, talents and abilities and to live a full and satisfying life in society. It is important that the Committee is mindful of the interdependence of those articles in considering how barriers to opportunities for vulnerable young people can emerge.

2124. In its previous round of the concluding observations to the UK Government, which included the Northern Ireland Executive, on their implementation of the UNCRC for children in this jurisdiction, the UN Committee on the Rights of the Child expressed concern that several groups of vulnerable, disadvantaged and school-distant groups of children and young people cannot fully enjoy their right to education. It is noteworthy that such groups include children with disabilities, Traveller and Roma children, children who are subject to immigration control and other school non-attendees. The committee recommended that considerable additional resources be invested. I am aware that a number of voluntary agencies have already presented to this Committee on its inquiry, outlining a range of issues from some of those groups and the services that they provide.

2125. In its 2008 concluding observations, the Committee on the Rights of the Child also stated that, where participation rights are concerned, on the part of government:

"insufficient action has been taken to ensure that the rights enshrined in article 12 are applied to children with disabilities."

2126. It is important to note that the joint DEL and DE strategy was published a year after the UN committee's observations.

2127. As I stated, NICCY's 'Review of Transitions to Adult Services for Young People with Learning Disabilities', which was published last September, did not directly address careers guidance. However, it highlighted cross-cutting

themes that should be addressed, including the provision of information and support to young people as laid out in articles 12 and 13 of the UNCRC. Participation rights are concerned with the status of children as individuals with a contribution to make to society. I reiterate that that includes the right to be heard in matters that affect them and the right to information and to express and communicate their ideas and thoughts. That should include ensuring that all necessary communication aids are available and that young people's views are given due weight in decision-making processes.

2128. My review highlighted that the views of young people with learning disabilities are not routinely sought in transition processes. The report draws attention to the complexity of such transition processes and highlights that information for young people must be accessible and readily available. It is also essential that families have access to information throughout the transitional process. It is imperative that young people with learning disabilities have access to individually tailored and responsive CEIAG support, which is integral to the transition-planning process. As I highlighted, again in my written briefing, the joint DEL and DE strategy noted that young people with disabilities were a "high priority" for careers guidance work, and the importance of specialist support and close co-ordination with education and library boards transitions officers was recognised.

2129. A further development can be seen clearly in the recently published Bamford action plan, which designates the Department's Careers Service as the lead for taking actions that are aimed at improving careers decision-making and increasing participation in education, training and employment among young people with disabilities. It is also important that careers services for young people with learning disabilities are considered in the context of work that the Children and Young People's Strategic Partnership is undertaking to progress effective integrated transitions planning.

2130. In taking cognisance of young people's rights to seek and receive information that is useful to them, we must ensure support for all young people with learning disabilities, as for all young people, throughout the transition process. That support should ensure that they are fully aware of the range of choices that are available to them and that they are able to make appropriate choices that offer meaningful progression routes with access to all necessary support, including transport, which has been mentioned. NICCY is aware of cases in which young people were not able to start placements or courses as transport arrangements were not agreed, or the young people repeated the same course in subsequent years as no progression route was identified or made available.

2131. It should also be noted that young people with learning disabilities are at significantly greater risk than others of becoming and remaining not in education, employment or training (NEET). Young people with learning disabilities should be identified as a priority in work to address the needs of young people who are in the NEET category, and they should also be identified in the Department's current Pathways to Success strategy and in actions to strengthen careers services as outlined in the joint 2009 strategy.

2132. I note the timeliness of the Committee's inquiry, given that the DEL and DE strategy is due for review in 2014. I suggest that, in reviewing the progress to date of the strategy for young people with learning disabilities, the Departments should consider fully NICCY's review of transitions, as well as our special educational needs work and engagement with the Department of Education.

2133. It is imperative that government acknowledge that effective support for young people with learning disabilities requires proper co-ordination and collaboration across a range of

agencies, including careers education, information, advice and guidance services. Young people with learning disabilities should enjoy access to effective services and support on an equal basis with other young people, particularly some of our most marginalised and vulnerable. I believe that the Committee's inquiry offers a timely opportunity to highlight many of those issues.

2134. **The Chairperson**: Thank you, Patricia. The evidence that we have heard so far suggests that careers guidance is focused mostly around schools. Given your responsibility under article 13, how do you see careers guidance professionals accessing young people who are in custody or detained in other settings, or those who are in mental health settings or secure care? Do you see that as a responsibility under article 13?

2135. **Mrs Lewsley-Mooney**: Yes, for want of a better word. That is important, and I think that there are very often many gaps in careers guidance, including for those vulnerable young people that you mentioned. We find gaps in a number of services for those young people not just in careers but in transition from custody or care to the world of independent living. There is also training in access to training, what that means and how those young people can access it once they leave that institution, for want of a better word. Sometimes there is disconnect, even in mental health services.

2136. **The Chairperson**: At the close of the previous presentation, Fra raised the issue of different organisations having small remits or small pockets. Does your office have a responsibility to try to ensure that there is a one-stop shop or one level of service across all those facilities?

2137. **Mrs Lewsley-Mooney**: Just as we did with this report, I suppose that we can identify some of the gaps that are out there. I learn that as I go out and meet many of the young people. I met young people in Woodlands and others in Beechcroft who have mental health issues. They raise the importance of support once they leave what they have when they are in those places. Once they move beyond that, they find it much more difficult to access information or to have that support.

2138. So, it is about ensuring that we have joined-upness, for want of a better word, so that there is a clear line of transition for those young people, whatever their level. We find that there are transition officers, particularly for young people with learning disabilities. However, at an event some weeks ago at Hill Croft Special School, two transition officers were covering more than 200 young people in transition. Given that, how can they be doing that job appropriately?

2139. I then hear from parents who say, "When my child left the school, I was left with some advice on direct payments, but here I am a year later still waiting on the direct payments." I had to go out and seek vocational work for some young people in the local donkey sanctuary one day a week. They believe that they have been let down by the system, for the want of a better word, in the support that they should be given. Although there may be careers choices, nobody tells them how to get to the pathways to that choice or how to get the door open to be able to access those choices. There may be some models of good practice around — we heard in the previous presentation about what universities are doing — but many of our young people who have special needs will never go beyond schooling. They may never go on to further education.

2140. There is another issue for me. I was out at the Lisburn campus just a couple of weeks ago to look at the two classes that it has for young people with disabilities. They say that the big barrier for them is that they cannot get those young people work experience, and even when they do, they cannot get them full-time employment.

2141. So, there is a whole issue with joined-up government. It is not about just DEL; it is about the Department of Enterprise, Trade and Investment (DETI), and it is

how we engage with the employers and prove to them that these young people have a contribution to make to their community and to society as a whole. I think that lots of work needs to be done on that.

2142. **Mr P Ramsey**: Patricia and Mairéad, you are very welcome. I will just focus on children with learning disabilities, which, for me, is a very personal topic, given the number of constituency cases that I deal with.

2143. I note that DEL and DE's 'Preparing for Success' states that young people with disabilities were supposed to be given "high priority" for careers guidance work. However, that clearly is not the case and is clearly not happening. That means that the system is failing those children who have learning disabilities. So, who will be the champion to ensure that there is effective prioritisation of our young people who are the most vulnerable and marginalised in the community? Going back to the Chair's point, which was originally about young people who are in prison or in care, a lot of those young people may become estranged from their families are more likely to be in the NEET bracket than anyone else. We held an inquiry into that previously. So, how do we make sure that there is a level of determination throughout and a joined-up approach to maximise and utilise the strength of people who have worked in that arena so that we can ensure that we get action at the appropriate time? We have had young people as witnesses, particularly for the inquiry into NEETs, and someone said that they had the right opportunity at a period in their life that changed their journey. However, not all young people are getting that same intervention. How do we create that?

2144. **Mrs Lewsley-Mooney**: I will answer first, then I will let Mairéad come in. There is an issue of consistency and standard across the board. For want of better terminology, it is still a postcode lottery. It might depend on the school that you go to or the teacher or person that you come across. However, we need to get a standard that is equitable across the board so that all young people are getting that help or support. That is relevant whether they are in a mainstream school, a special school or in the juvenile justice or care systems. Part of what we were doing with our report was trying to highlight those gaps to government and to have those conversations with the Ministers. However, I think that there is also the opportunity in the work you are doing — the report that you are creating — to highlight those gaps. It has to take direction from government saying that this policy needs to be changed or added to or that legislation needs to be changed. I would even look at statutory duty. There needs to be statutory co-operation between Departments, because I do not think that it is the responsibility of DEL on its own; I think that the Department of Education and Department of Enterprise, Trade and Investment should also be involved.

2145. **Ms Mairéad McCafferty (Office of the Northern Ireland Commissioner for Children and Young People)**: I will come in and support the commissioner's outline. One of the main recommendations to come out of our report concerned the need for integrated planning and delivery. Sometimes we are very good at developing strategies, as well as action plans, for that matter, but I think that we tend to fall down in the actual delivery. Certainly, we do and should have a mandatory obligation to make sure that all our children and young people are given access to the same advice and guidance, particularly, as you say, those groups that are disproportionately represented in the whole NEET category, which your previous inquiry referred to. The most vulnerable and marginalised children and young people will be in that category.

2146. We are talking about not just those young people with learning disabilities but, as Patricia highlighted, those young people who are in care and custody. If we are serious about addressing the whole issue of our failing generation, which is what we are actually talking

about, we have to develop that integrated approach. If that requires a statutory duty to co-operate, so be it. That is the road that we have to go down. I think that it is very much about getting away from the silo mentality of thinking that this is DE or DEL's responsibility. As Patricia highlighted, it is very much about having an integrated approach between the Departments of Education, Health and Justice. DETI is key in this, because it is very much about identifying the trends and gaps that are in the employment market and our young people's training needs and about meeting their needs to ensure that they can access employment opportunities later in life.

2147. **Mr P Ramsey**: I have one further point to make. I appreciate that the integrated approach is right, but, during the NEETs inquiry, we saw that other regions are doing much better with a cross-departmental approach. However, it is very difficult for somebody with a learning disability to take guidance in a school environment. That can go over their head. So, I will go back to the previous comments about individually tailored approaches. Is there an approach to absolutely make sure that each side has an individual approach to guide them in careers? Are there costings on that, even? We heard from the previous delegation about the cost and human resource implications, but surely we can do it in a better way.

2148. **Mrs Lewsley-Mooney**: There is a structure in place through the transitions officers. That should be part of their role and remit and how they engage not just with the young person but with the parents and the school. Once they do that work with that young person and take it forward in the direction that it needs to go, they may say that a young person is geared towards a certain kind of career advice. However, what is the follow-on, and what happens once they leave school? That seems to be where the big gap is. A lot of work seems to be done on where we would like you to go and where we would like to go, but once they try to go there, all those barriers appear. There needs to be a joined-upness and an opportunity to do that transition easily. The transitions officers will tell you that when they go to the local college, only certain things are offered and that not a wide range of courses are offered. If we go to local employers, they may say that they cannot take somebody on because they do not have the capacity or whatever. So, it is about how to engage all those others to make those choices accessible. That is the issue.

2149. One other issue, Pat, is the information and guidance that is given to the young people and parents to enable them to make appropriate choices. However, once they have made that choice, how do they make the easy transition to wherever they want to go?

2150. **Ms McCafferty**: One of the aims is to have someone who will bear the lead responsibility for monitoring what we do with the transition and careers guidance that we issue to our young people. There also needs to be a mechanism to review that on a periodic basis. That way, we will know about and potentially highlight the young people who are falling through the net. So, we need to make sure that we have that mandatory obligation and that we identify a lead Department. We also need to identify key personnel whose job it is to monitor what we do and say to our young people, how that advice is acted upon and what support services may be needed further down the road to make sure that they access their opportunities equally across the board.

2151. **Mr Allister**: Apart from the scoping report on the kids with learning disability and their transition, has the commission ever done any work on careers?

2152. **Mrs Lewsley-Mooney**: We have obviously been involved in NEETs, and we did a response to that inquiry, but we have not been involved in careers in the widest sense, no.

2153. **Mr Allister**: Have you never had a child come to you complaining about provision or the lack of it?

2154. **Mrs Lewsley-Mooney**: Yes, we have had individual cases, but we have not done any kind of report.

2155. **Mr Allister**: Without breaking any confidence, tell us the type of complaint that you have had.

2156. **Mrs Lewsley-Mooney**: We had a complaint from a young person with a disability who wanted to do a specific course in a college but was refused the opportunity.

2157. **Mr Allister**: Outside people with disability, have you ever had a complaint about careers?

2158. **Mrs Lewsley-Mooney**: Not that I am aware of.

2159. **Ms McCafferty**: There have been instances with young people outside the mainstream education system and in alternative education provision because they were not being given the same access to careers guidance. I know that from personal experience. It took a number of years for the Careers Service to put in place the mechanism to provide that guidance for those young people. They do not necessarily have learning disabilities, but one or two may have had special educational needs, for example. Some of them will have been care-experienced young people. However, they were outside the mainstream school provision, and it took a number of years to put that in place.

2160. **Mr Allister**: Would it be a fair conclusion to draw that there has been a distinct absence of complaint from children, in general, about careers advice provision?

2161. **Ms McCafferty**: It probably would be a fair comment, but I think we have to go back and look at why there would be an absence of complaint. It goes back to some of the previous comments. It is very much about raising awareness of careers guidance generally, and about when you should start doing that, so that the young people are aware that they are entitled to access this guidance and the advice and information that goes with it.

2162. **Mrs Lewsley-Mooney**: I think that it goes back to parents knowing that there is specific advice on careers that children should be getting. If they are getting only a minimal amount of advice from school, they will not know whether it was the right, wrong or appropriate advice. So they would not necessarily —

2163. **Mr Allister**: Could it also be a failure of the commission?

2164. **Mrs Lewsley-Mooney**: No.

2165. **Mr Allister**: You do not think so?

2166. **Mrs Lewsley-Mooney**: No.

2167. **Mr Allister**: If people do not know they have the right to complain, or that there is a body like the commission to which they can complain, might that be an explanation for the dearth of complaints? Either it is something like that, or there is nothing to complain about.

2168. **Mrs Lewsley-Mooney**: No, I am saying that young people may not know that the advice that they were given was inappropriate advice, in order for them to make a complaint about that advice not being the right advice. I could go back to the office and check, because, again, I do not know every individual case that comes through the door. Some of the cases are brought to a speedy resolution. There may have been a child that has come to us saying "I was not given the appropriate advice in my school, I do not feel it is appropriate", and one of my legal team could have phoned the school and resolved the situation and had a conversation with the school and the child.

2169. **Mr Allister**: Either way, it has not been a burning issue for the commission.

2170. **Mrs Lewsley-Mooney**: No, not for the commission.

2171. **Ms McCafferty**: The issue is probably not couched as careers guidance as such, but there are issues that obviously impact on that in education before a young person is transitioning from education into employment. So, I think

it probably has not been categorised in that way.

2172. **Mr Allister**: Thank you.

2173. **Mr F McCann**: I will just pick up on the last point. Over the past number of years, tens of thousands of young people have left school without any formal qualification. Many of them have drifted into the ether. That is one of my problems about the NEETs strategy. Although they say that they have provided good levels of training and education, thousands of young people fell underneath and did not get it. A lot of it is down to the education that they got in school and the advice that they were given in school. They just drift into that thing. It is difficult. There are a thousand different reasons why people do not take up the mantle and complain.

2174. As you said, all of this has been concentrated in and around primary schools, and post-primary, and how people are given advice, but there is another tier that needs to be fitted in, and I have said this about NEETs; it is the community sector. It is usually the poor relative in all of this, but it has a crucial role in connecting with young people. Thousands of people have left school without any formal education, and, in amongst them, there are thousands of people with learning difficulties, and, because of what has happened in the past, they are left to their own devices. When we look at how we advise people on careers or education, the community sector has to be a full partner in a partnership that allows you to try to tackle that. Schools cannot tackle it on their own; colleges cannot tackle it on their own. Most of them will not get to college, and that is a crucial point.

2175. One of the things that I have picked up over the last while — and you mentioned it — is the level of training that is available. You go in to some of the training organizations, and because there has been a collapse in the construction industry, young people who would formerly have gone for the likes of joinery, bricklaying and plastering — those rooms are empty. Most people are heading towards fixing cars or whatever, but there is not enough space in there to be able to do it, so people are left to their own devices. So the experience that they have had in school is the same experience that they get in the level of training that is available. Many of them are just biding their time to get out of it. When we are looking at this whole issue, we need to collapse it all into one. Just to ask the question that I asked the previous witnesses, for young people with learning disabilities, if you had a magic wand at the end of this — a huge amount of information has come before the Committee, and I have no doubt that more will come before the Committee before the end of this. A huge amount of advice has come through. If you had a couple of points that we needed to concentrate on to ensure that young people with learning disabilities get the help and assistance that they need, what would they be?

2176. **Mrs Lewsley-Mooney**: I do not think that any one thing will fix it all. Obviously, the big one for us is the voice of the young people in the whole process and the support and access that they have to information, along with their parents. However, it is that clear line of transition: it is not just once they are in that education setting moving into adult services. The fear is that all the support that they get when they are in education will disappear once they try to access that in adult services. It is that clear line of transition — that that support continues in whatever guise it takes. Some young people who were given transport to get to that special school then find themselves unable to access that transport to go to their local college or somewhere else. There are lots of barriers.

2177. I want to come back to what Jim was talking about. Young people do not come to me to ask for information on careers advice or because they have a complaint to make. It is some of the issues. For instance, I worked with a couple of young people at one of the Foyer scheme events. One of them

decided to do catering, and he had been given advice on that. He did his catering exam, and he then went to work on a temporary basis for a well-known chef, with the possibility of an interview and a job at the end of it. However, he said that he did not get the interview or even the opportunity of a job, so he decided that he needed to go back to college to do the second level of his catering, hoping that that would give him a better avenue into the catering world. When he went back to college to do that, he was denied his housing benefit, which would have made him homeless, so he decided that he would not do that. It is not about being given the wrong careers advice, but where was he given the support?

2178. Another young person showed me on two sheets of A4 that he had done all the training, and for two years, he had been trying to get a job. I said, "Well, what is the barrier?". He said that he did not have GCSE English and maths. There is an issue there and there is work to be done with employers. Vocational v academic needs to be given equity and the same recognition, simply because you have gone through the vocational route. Do we need to look at the issue of joinery and all those things? It is not about just construction. Is there an opportunity to use those skills in other ways, whether that is through the creative industries or other places? So it is not just again, "Is that the careers advice?"; "Yes, you're a bricklayer, there you go into this and work in construction." Maybe the skills that our young people have or are getting could be more multifunctional, rather than specific silos of where they need to work. How do you take that and transfer those skills somewhere else?

2179. **Ms McGahan**: Thank you for your presentation. The Department of Education provided £3·8 million to improve transition planning processes through the appointment of education transition co-ordinators. I know that you have touched on the problems, and I would like you to elaborate further on that. There is a lot of diversity in that sector, and that is where the gaps in provision occur. I attended a meeting of post-19 people a couple of months ago in Dungannon's Sperrinview Special School, and there was a lot of emotion and a lot of tears. I would be interested to know whether you have engaged with parents in the Dungannon area whose kids are at Sperrinview.

2180. **Mrs Lewsley-Mooney**: Not specifically in Sperrinview, although we have been in touch with parents across a number of special schools. We have been involved with them through the speech and language services and the transition. We have met parents on a number of occasions at different events where there would be a collective number of parents from all those schools highlighting that issue. Hillcross school was one of those that were bringing parents together. When you talk about the £3·28 million, you might be interested to know that we have just embarked on a piece of work around budgets. We are trying to track where the budget starts and whether it actually goes to where it needs to go. The two areas that we are looking at are childcare and transitions for young people with learning disabilities. When we have done that, it might be a good idea for us to come back to the Committee to show it where that £3·28 million went whether it went to where it was most needed or whether it was moved for something else.

2181. **Ms McGahan**: I submitted a question recently to three Ministers asking what percentage of the departmental budget was spent on young adults with learning disabilities and severe learning disabilities within the Southern Education and Library Board area, and only one Minister provided an answer. The other two said that it would result in a disproportionate cost.

2182. **Mr P Ramsey**: That says it all.

2183. **Mrs Lewsley-Mooney**: Maybe this budget work will help to clarify some of that for the Ministers and the Departments.

2184. **The Chairperson**: No one else has indicated that they wish to ask a question. Commissioner, I thank you and Mairéad for coming along and presenting to our careers inquiry today. It has been very useful. I thank you for your written submissions as well.

2185. **Mrs Lewsley-Mooney**: Thank you.

17 April 2013

Members present for all or part of the proceedings:

Mr Robin Swann (Chairperson)
Mr Thomas Buchanan (Deputy Chairperson)
Mr Sammy Douglas
Mr David Hilditch
Mr Fra McCann
Ms Bronwyn McGahan
Mr Pat Ramsey
Mr Alastair Ross

Witnesses:

Mr Mark Devenney *The Careers Man*

2186. **The Chairperson**: I welcome Mr Mark Devenney. Thank you very much for your written submission to our inquiry. We assume that members have read it, so this really an opportunity for you to present any additional points of views and to answer questions. We usually give about 20 minutes for that. So, over to you, sir.

2187. **Mr Mark Devenney (The Careers Man)**: Good morning, and thank you very much for inviting me to give evidence to the inquiry. My written submission focuses primarily on the duplication and bureaucracy that I have encountered as a careers adviser with the Northern Ireland Careers Service and in my experience in schools careers education provision.

2188. I was extremely frustrated by the demarcation lines in the delivery of services, particularly as I experienced a much more holistic approach to careers when working as a teacher in England, as a careers adviser with the University of Ulster and as a guidance counsellor in the Republic of Ireland. I am also the only private careers consultant in Northern Ireland.

2189. In setting up my own consultancy, I have been able to provide young people with a fully integrated careers education, information, advice and guidance service. It is somewhat ironic that I named my consultancy 'The Careers Man'. That was what my colleagues and I were often called in school. Sometimes, the kids would refer to me as a "careers teacher" or "careers adviser". Mostly, however, they were pretty confused about my role, no matter how well I explained it at the outset of class talks and in individual interviews.

2190. **The Chairperson**: I am sorry, Mark, but we appear to be having difficulties with the sound, so I will ask you to continue once that has been resolved.

Proceedings from 10.10 am until 10.12 am were not recorded due to technical difficulties.

2191. **The Chairperson**: I apologise for that, Mark. Can you start again from scratch, please?

2192. **Mr Devenney**: As I said, my submission focuses primarily on the duplication and bureaucracy that I encountered as a careers adviser with the Northern Ireland Careers Service and in my experience in schools careers education provision.

2193. I was extremely frustrated by the demarcation lines in the delivery of service, particularly as I had experienced much more holistic approach to careers service delivery working as a teacher in England, a careers adviser in the University of Ulster and a guidance counsellor in the Republic of Ireland. I am also the only private careers consultant in Northern Ireland who is registered with the Institute of Careers Guidance.

2194. In setting up my own consultancy, I have been able to provide young people with a more fully integrated careers education, information, advice and guidance service. It is somewhat ironic that I call my consultancy 'The Careers Man'. That name in fact came from my daughter, and her friends always

refer to me as that. I was always called 'The Careers Man' regularly in school as well, and my colleagues were often also referred to in that way. Sometimes, we were referred to as the "careers teacher" or the "careers adviser", but young people in schools were mostly very confused about our role, no matter how well we explained it at the outset of class talks or individual interviews.

2195. So, I fully understand how young people became confused. For example, pupils called into my office at the school, and, as I was the careers man, they could not understand why I could not give them information and advice about their Universities and Colleges Admissions Service (UCAS) application, work experience or student finance issues. That is because those were deemed careers education issues and not career guidance issues, so there was a clear demarcation of duties.

2196. That has led a positive that I have found in providing private practice. Another has been my work with parents. In the Careers Service, engagement with parents was very often about attending a parents' night with a notice board behind me. Very few parents ever stopped to speak to me at those events. It was mainly only those parents who came to me because their child would not choose what they wanted and who thought that somehow the careers adviser would tell them that they were right. I never did, but having discussed the options with me, many parents left with a totally different perspective.

2197. Meetings with parents should be as important and compulsory for careers teachers and advisers as they are with teachers of other subjects. In any meetings that I have now with young people, I insist that parents are part of the process. I meet with parents, as I feel that they have a great influence on the decisions that young people make, particularly on their careers.

2198. I am extremely heartened by the submissions of many of the stakeholders and interested parties to the inquiry, particularly that from the Northern Ireland Schools and Colleges Careers Association (NICSCA) whose surveys, results and findings confirm much of my thinking about the delivery of careers education in schools. The submission by GEMS Northern Ireland was also interesting. It concerned the need for more focus on those not in education and employment or training (NEET) and for more specialist support for vulnerable groups such as those with special needs and the long-term unemployed. It is interesting that both those submissions contain evidence from people who are working at the coalface rather than from researchers, managers or policymakers. I beg you to listen to the people who carry out such careers work, not to the civil servants, the bureaucrats and the statisticians.

2199. I am extremely passionate about careers education and guidance. I have a quotation from an earlier submission to your inquiry. It is from Dr Deirdre Hughes, who stated:

"teachers go into teaching because they want to teach a particular subject and have a passion about it. They do not go into teaching to become careers advisers."

2200. I did go into teaching to become a careers adviser, and I feel that it is as important as any other subject. I also feel that that is like saying that people do not go into teaching to become a principal or to take on other pastoral care duties in the school system. I became a teacher to go into careers advice and careers teaching.

2201. I previously worked in adult guidance in the new deal, career guidance with Business in the Community and work placement and work experience programmes in schools. For my postgraduate certificate in education (PGCE), I studied business and education with a citizenship add-on. That was the most related subject that I could study that had elements of careers in it. I then supplemented my teaching qualification with postgraduate study in careers guidance, with a view to enhancing my prospects of getting a job in the careers field. That proved

successful with the Careers Service. However, apart from a few subbing days each year, I found it virtually impossible to get a job in teaching careers. Since I returned from England in 2002, one teaching post has been advertised in Northern Ireland for someone to teach careers in its own right. A few other posts have been advertised with art, or others have been looking for experience of teaching history, geography or other subjects, with careers as an add-on. Only one post was advertised in that time for a pure careers teacher. That was for a secondary school in Larne, which gave it to a PGCE student whom they wanted to keep as a physical education (PE) teacher because the school had reached its quota in the PE department. The student had no careers experience.

2202. As stated in the NICSCA submission, many teachers are given careers duties as an add-on to art, history or PE, but they have no interest in teaching it. I have come across that in schools. Only 32% of school teachers hold a careers qualification, and, as NICSCA states, many of those qualifications are outdated and are more than 10 years old. However, I have come across many teachers who have a passion for careers and do an excellent job in our schools. We now need to get them properly trained. Interestingly, the NICSCA survey revealed that 531 teachers carried out careers education and that 302 said that they delivered careers guidance. There were 102 careers advisers when I was in the Careers Service, and none of them was officially allowed to carry out any careers education. In fact, a warning was issued to me for doing so while I was a careers adviser. I delivered an interview skills talk that was deemed to be careers education and not careers guidance. So, you can see how young people can be confused when there is that sort of demarcation. Also interestingly, as a careers teacher, even with a careers teaching qualification and years of experience in delivering careers guidance, a teacher cannot join the Careers Service without the qualification in careers guidance (QCG).

2203. In my submission, I highlighted many of the structural, policy and legislative barriers to providing a more effective careers education, information, advice and guidance programme in schools. I have read the Preparation for Success joint documents and submissions to the inquiry by the Department for Employment and Learning (DEL) and the Department of Education (DE), which still talk the talk about co-operation, joint working and joint documents. In reality, that does not work effectively on the ground. I highlighted many instances of that in my submission. The result is increasing numbers of unemployed young people, young people dropping out of university and those who choose the wrong subjects and the wrong courses in further education (FE). They do not choose or consider employment options such as apprenticeships, training or higher education options. That highlights the need for a greater delivery of service.

2204. Although the present structures and DEL and DE policies on careers provision have hindered the support that young people deserve, there is also a cultural problem to be overcome among professionals and parents. The pressure on young people to make decisions regarding their career is immense. In fact, the pressure is to make a decision as early as possible, and I have seen that year on year at school. It has reached the point that we are seeing it in year 8 and year 9 pupils at school. I believe that that is fundamentally flawed. I have seen teachers and careers advisers who feel that their job has not been achieved or completed if they do not get a young person to make a decision at the end of a 30-minute one-to-one interview. That is not what careers guidance is about, and it has been a relief not to have been involved in that statistical process. Instead, young people need to be empowered to take action and to be encouraged and supported through work-based learning and other experiences. Careers professionals should also examine personal issues such as peer relationships, particularly

with parents, and other obstacles to career development. The ultimate goal of a careers practitioner should be to raise self-esteem and create satisfying lives. It is not just about making careers decisions. Open-mindedness should be celebrated and not discouraged.

2205. The tests that we use to influence young people in making carers decisions should also be used to stimulate learning, not just to match them to particular careers. Benefits should be maximised from unplanned events, and lifelong learning is essential. Careers guidance should be continuous throughout the school calendar and should not just involve a one-off interview. Transitional guidance is often more important than careers guidance. I found that a lot of my interviews in school were about moving a young person on as they made their subject decisions at Key Stage 3 and Key Stage 4. I tried to get them to keep a broad interest, rather than just concentrating on their career decision. Training needs to be expanded to ensure that practitioners are properly supported in that extended role.

2206. Initially, a distinction between careers education and careers guidance should disappear, and the distinction between careers counselling and personal counselling should also ultimately disappear. I would take that further step. I do not think that we are in a position to do that, but I feel that it should ultimately happen.

2207. Some of the best careers decisions that I have seen young people make have come from broadening their experiences and not just from advice and guidance. For example, a young girl went on work experience to a solicitor's office and attended a court hearing on a planning appeal. She was so intrigued and stimulated by the hearing that she went on to do a degree in architecture and gave up any thoughts of law altogether. If she had not made the decision to go on work experience, or if the work experience had not turned out to involve a hearing on planning, she may never have become an architect. That is known as the happenstance theory, and it is espoused by a guy called John Krumboltz. It is my particular theory of guidance. I would ask you to consider how many of you made your careers decisions to do what you are doing now at the age of 14. How many of you at 14 wanted to be a politician? How many of you have a degree in politics? How many of you came here through experience and other things? That is the happenstance theory.

2208. To summarise, I suggest that we change the structures and policy and educate parents and involve them in the guidance. We have the expertise and professionals on our doorsteps, and I sense a great willingness and desire to improve things. We can make this happen in our schools. The expertise and commitment are there, but we need proper legislation to make it happen.

2209. The profile and importance of careers need to be enshrined in legislation so that schools and other agencies do not just pay lip service to the guidelines. The starting point should be the breaking up of the Careers Service, with careers advisers allocated to their particular specialism, whether in the schools sector, training, adult guidance or working with those with particular disabilities. They cannot be everything to all people. There is also a need to do away with the bureaucracy and management tiers and to create more careers professionals on the ground. Careers advisers also need to be utilised in schools in general and in careers resource centres in particular.

2210. No one can teach a subject in a school without a teaching qualification in that subject, unless, perhaps, they studied it separately. So, why do we allow anyone to teach careers in education? To me, it is the most important subject on the curriculum. A joint qualification, including a teaching qualification, needs to be adopted so that careers advisers can deliver careers education and careers teachers can deliver guidance. That will create a seamless process for our young people. You could introduce a compulsory qualification for anyone

who wishes to teach careers or include it in the training programmes in our teacher training colleges. That would give careers advisers the opportunity to upskill their qualifications to be able to teach, and it would give teachers the opportunity to upskill their delivery of career guidance and become careers professionals and not just history or art teachers who do a bit of careers. If you want to teach careers or deliver careers guidance in schools in the Republic of Ireland, you must have a careers qualification. Why are we not setting the same standards north of the border?

2211. On the back of my business card I have a motto that I espouse to the kids in all my talks. It reads:

"Be what you want to be".

2212. My daughter has abbreviated it for me into text language. So, that motto is at the cornerstone of careers guidance.

2213. So, I ask that you please do not waste the opportunity to put in place measures that would allow us to support and guide young people to be what they want to be.

2214. **The Chairperson**: Thank you very much, Mark. You talked a lot about demarcation in careers guidance and advice. Is that purely bureaucracy, or is it empire building?

2215. **Mr Devenney**: I think that there is a bit of both. I have seen empire building where someone has come up with the idea that they will take year 10 classes and do year 10 one to ones. They then look at year 9 and year 8 classes, and the next move will be towards primary school. That creates empire building, and the bureaucracy stems from that, because careers advisers are spending two or three hours a day doing a job that they could be doing for seven or eight hours a day.

2216. **The Chairperson**: You talked about time and travel and having to go back to your base to store your units and all the rest of it. It has been pointed out that no formal qualification has been taught here for 10 years.

2217. **Mr Devenney**: That has not happened in education for teachers, but there has been a formal qualification for careers guidance professionals.

2218. **The Chairperson**: Right, but not for teachers.

2219. **Mr Devenney**: Not for teachers.

2220. **The Chairperson**: How crucial is it to get that back?

2221. **Mr Devenney**: I think that it is vital. I have come across careers teachers in schools many times who were basically lumped with a careers portfolio a week before the term started at the end of August. They have had to come and ask me what they should do. It is scandalous that that is happening; it would not happen with any other subject. You would not hand an English teacher a biology portfolio and tell them to go and teach biology this year, but that is done repeatedly with careers. It is not fair on the teacher. It is deemed that, if they just go away and do a bit of research on careers, they will be able to teach it.

2222. **Mr P Ramsey**: You are very passionate about your work, and you certainly have very strong opinions and views on the subject.

2223. **Mr Devenney**: I certainly do.

2224. **Mr P Ramsey**: I want to focus on some of the areas that the Chair spoke about. I am concerned that no standards or protocols are in place for the delivery of careers advice. I take your point that lip service is paid to it. For many of the teachers who are involved in it, I suppose that it is not their choice, and some of them do it on wing and a prayer. Is there any other area or region where certain standards or protocols are in place that mix the provision better?

2225. **Mr Devenney**: Do you mean in other jurisdictions?

2226. **Mr P Ramsey**: Yes, its delivery in other jurisdictions.

2227. **Mr Devenney**: I studied the two jurisdictions north and south of the

border. Ideally, I would love to have a system. My criticism with the system south of the border is that it encompasses careers education, careers guidance and personal counselling. That makes it a three-pronged qualification. In the short- to medium-term, it would be very difficult to introduce the counselling element. Some of the schools in the South are certainly moving away from the counselling element. However, my opinion is that, if people have issues in their personal life, that affects their career choice in their school life and their academic life. That sharing of information does not come across as well in the Northern schools, because you have a school counsellor, a school careers teacher and a careers adviser — three separate people who are reluctant to share information. In the Southern system, where I worked, you were all three.

2228. **Mr P Ramsey**: I want to follow through on that, because I think that it is a reasonable argument about the personal approach. Through different presentations, we have heard about the need for individually tailored advice to individuals that is separate to a personal approach. I take it that you could have young people who are marginalised or vulnerable because they are estranged from their families.

2229. I want to follow on from that to deal with something that I have a personal interest in. I was at an event yesterday with parents who have special needs children with learning difficulties. As those children grow older, they are four times less likely to secure employment than a normal child. However, the difficulty is that, as the parents get older, they are fearful because their child has no job as such, and they feel that work would assist them to develop independence. You referred to special needs. Do you have any thoughts on how we can do that better?

2230. **Mr Devenney**: I think that there are some great people in the Careers Service who, up until a few years ago, were very dedicated and specialised in working with children with special needs. A few years ago, the decision was taken that all careers advisers should become everything to all people. I found that some careers advisers found their niche in working with people with special needs, others with highly academic people, and others with people from working-class backgrounds who were underachieving. There was a range of specialist careers advisers, but that disappeared and careers advisers are now all things to all people, as well as trying to carry out adult guidance and work with the unemployed. That is well nigh impossible. I focus only on private practice and work within the education sector. It would be impossible to have the level of knowledge needed to help everybody.

2231. **Mr P Ramsey**: That leads me to my final point, which you mentioned. The reskilling of adults has not been raised as part of our inquiry. We are basically looking at children and young people. However, it is a good point to engage with parents as well, who could be second-generation unemployed. I would be keen to know how you work that into the Careers Service, separate from any independent advice that you give.

2232. **Mr Devenney**: We have a careers resource centre that is completely underutilised. However, if careers advisers were broken up and employed by different agencies, they could be back in the job centres and meeting the unemployed as they used to. The unemployed used to have access to careers advisers on the doorstep.

2233. There are specialist careers advisers who probably have a niche. Perhaps they do not want to work with young people and would rather work with adults. People will have different attributes to be able to work with and help different people. However, they should be back in the job centres.

2234. **Mr F McCann**: I gather from what you are saying, Mark, that the service is totally fragmented and has been for quite a while.

2235. **Mr Devenney**: Completely fragmented.

2236. **Mr F McCann**: I pick up that what you need is a team of people who specialise in special needs so that they can focus their attention entirely on how they bring people through. What amazes me about this inquiry is that quite a number of organisations say that they deliver careers advice to primary and secondary schools. However, when I asked them what they would do if they had a blank sheet, very few of them had an answer. There was quite a lot in your presentation about the direction that they should be going in.

2237. Witnesses said during a presentation last week that there were some difficulties with boards of governors and head teachers and that good advice would not be available if they were not focused on careers. Have you had experience of that? Do you believe that the Department is totally out of touch with what is required to deliver a good careers agenda?

2238. **Mr Devenney**: Yes. I think I made it clear that the Department is out of touch with that. Boards of governors in schools can have a big influence. It can be a bit of a lottery out there in the emphasis that head teachers and boards of governors put on careers and whether they feel that academic success is more important than having a more rounded individual.

2239. Some schools do not think that employability is important. They feel that academic achievement is more important. There is also an issue in that neutrality is always thrown up as an argument with regards to careers advice and guidance being tailored to bringing kids back to do A levels, rather than looking at other options. As careers professionals, we have to rise above that so that our neutrality should not be questioned. We have to have that neutrality and guarantee in schools that we are not influenced by the ethos of the school in terms of everybody coming back to do A levels just for the sake of coming back to do A levels.

2240. **Mr Ross**: We have identified that last point. The phrase that I used before is that people are being encouraged towards qualifications over careers. That was certainly my experience of careers guidance when I was at school, and being given university prospectuses, etc.

2241. Your perspective is useful because you have been in the Department and can speak freely of your experience of it, which, perhaps, has not been what we have been able to get before. You spoke about engagement with parents. Engaging with parents, irrespective of the subject, is probably a huge challenge, and it is a challenge in other areas of education. You said that you insist that parents are present when you interview a young person to try to engage them. How else should we be looking to engage with parents at an early stage, and how do we do that through schools?

2242. **Mr Devenney**: When parents are choosing a particular school and making the step to secondary or grammar, there should be an input from careers to tell them about the programme that they offer and to tell them that they focus on employability as well as academic achievement, and on making the child a more rounded individual to go out into the world of work. That is crucial. I would nearly make it compulsory for parents to be involved with the young people through the interview stage. Parents read so much in newspapers and listen to head teachers about what is right for their kids, and they get things into their heads that are not always the best for the young person. I have seen in some presentations, particularly from the further education sector, that they feel discriminated against in some ways in respect of the advice that they get about young people. That is one of the core problems that we have with parents. A young person may prefer to go into the further education sector and be more suited to a vocational route but, because they have five Cs, the parents want them to go back to school. They have the misconception that further education is full of drop-outs and is not

right for their children. It is very difficult to get that message across to parents, unless you are doing it on a one-to-one basis. They hear so many other contrary stories about further education, vocational studies and apprenticeship training that they are working from a very low base.

2243. I have had success even with 30-minute sessions with parents. I have said that this is what the young person wants, and this is what they are more suited to. I have asked whether they would prefer them to go back and do A levels for three months, and then drop out and be a year behind.

2244. **Mr Ross**: It is a difficult one. Some parents do not take an interest in it all, and you may find it incredibly difficult to engage with them on anything relating to their children's schooling and everything else. I suggest that it might be difficult to engage with those parents no matter what you do, although Pat mentioned that, if you can get parents who have employment challenges themselves back into the school environment, where the main focus may be on their child, they can learn something too and can participate in learning and careers. That would be good for them as well.

2245. Do you see that difficulty? That is one set of parents. There are other parents who will be incredibly pushy, and we have heard during our inquiry that there is a real challenge. Government generally have talked about the importance of science, technology, engineering and maths (STEM) subjects, and we have to get young people to look at STEM subjects, because that is where the careers and, hopefully, the jobs are going to be in the future. Pushy parents are still in the mindset that they want their kids to be doctors and lawyers. Is there a danger that, if parents are too involved in the careers process, that pressure will be on the young person to follow the career path that their parents want them to follow, as opposed to the career that best suits them?

2246. **Mr Devenney**: No; I think the opposite is the case. Parents need as much advice and guidance on their child's future as the young person. Picking up on one of your points about involving unemployed parents, some of the other submissions mentioned opening up schools to the community. I worked in a school in England that opened 365 days a year. It even opened on Christmas morning to show parents how to work their laptops and Nintendos and things like that. The gym was also open. That brought in those parents who felt excluded. At parents' night, you can predict 60% to 70% of the parents who will come along. It is the other 30% that probably need the most help who do not come along to parents' night, so it is getting them into the school ethos. Community work through the schools can certainly enhance that.

2247. **Mr Buchanan**: Thank you for your presentation. It was very frank and forthright. I have to say that it is one of the best presentations that we have received because it highlights the shortcomings, the bureaucracy, the costs, and the failings in the current system, which is not delivering as it should be. From looking at this presentation, there is no doubt that the whole Careers Service needs a real root-and-branch change if we want to get something that is going to deliver effectively for our young people. I notice that one of your recommendations is to outsource careers guidance provision to private companies. To take that a little further, do you believe that that would provide value for money? Do you believe that it would be much more effective or efficient than the system we have? Do you feel that something like that would provide a much more effective delivery role for our Careers Service than we have today?

2248. **Mr Devenney**: That is an option. To go down that route would be a significant and hands-up admission to the failings of our present system. The opportunity is there to get it right in the public sector, but we cannot go on in the present way. Ultimately, if the public sector cannot deliver on this — although I still believe that it can, with the right

structures, culture and legislation in place — as it could not in England, the private sector could step in, as it did there.

2249. **The Chairperson**: Mark, thank you very much for your presentation. As the Deputy Chair said, it was one of the most frank and thought-out presentations that we have had. The insight from inside the Department has also been helpful. Thank you very much for your time and for answering our questions.

2250. **Mr Devenney**: Thanks.

2251. **The Chairperson**: Does anything arise from that for members?

2252. **Mr Douglas**: I have one quick question, Mark. In your recommendations, you refer to the system in the Republic of Ireland and go on to describe the various tiers and management and policy people. Will you elaborate briefly on that?

2253. **Mr Devenney**: To become a guidance counsellor in the Republic of Ireland, which encompasses the whole programme of some counselling duties, careers guidance and careers teaching, you must do a specialist course. I think that there are three or four postgraduate opportunities to do that at different universities in the Republic. You cannot teach careers or deliver careers guidance or counselling without that qualification. It is not simply a matter of going to the art or history teacher: they must have that qualification. It is a legal requirement. They have looked at withdrawing the counselling element, and I know that some schools go for just guidance and teaching. That would be an initial step here. Including counselling would be my ideal scenario, but it takes a long time to build that in because you also have the issues around training people to achieve that counselling qualification.

2254. **Mr Douglas**: Thanks.

2255. **The Chairperson**: Thanks very much, Mark, for your time and input.

17 April 2013

Members present for all or part of the proceedings:

Mr Robin Swann (Chairperson)
Mr Thomas Buchanan (Deputy Chairperson)
Mr Sammy Douglas
Mr David Hilditch
Mr Chris Lyttle
Mr Fra McCann
Ms Bronwyn McGahan
Mr Pat Ramsey
Mr Alastair Ross

Witnesses:

Miss Claire Flanagan	*National Union of*
Ms Hannah McNamara	*Students — Union of*
Miss Adrianne Peltz	*Students in Ireland*

2256. **The Chairperson**: We now move to the briefing from the National Union of Students and Union of Students in Ireland (NUS-USI). With us are Adrianne Peltz, president of the NUS-USI; Hannah McNamara, a member of the students' union secretariat at the South Eastern Regional College (SERC) Bangor campus; and Claire Flanagan, the president of the University of Ulster students' union. You are very welcome. Thank you very much for coming along to present to the Committee.

2257. You provided the Committee with a written submission, and we assume that Committee members will have read and understood that. The purpose of this session is really just to give you the opportunity to provide further information and to take questions from members.

2258. **Miss Adrianne Peltz (National Union of Students — Union of Students in Ireland)**: I would like to thank the Committee for inviting us to come here today. Obviously, we feel that this issue is very important not only for students, but the economy. I will start by giving a broad outline of the issue and where we feel we need to concentrate on developing things. I will then hand over to Claire to talk about higher education (HE) experiences and then to Hannah to talk about further education (FE). Hopefully, we can then answer some questions.

2259. Careers advice and information should be seen as one of the key foundations for the Northern Ireland economy. A standardised system that provides the most up-to-date careers information and that is tailored to the precise needs, aims and abilities of everyone in Northern Ireland is essential in delivering a sound structure in which the strongest and most dynamic economy possible in Northern Ireland can be built. Quite often, careers advice at schools starts far too late and does not deliver the kind of tailored specific options or solutions that people, as individuals, need.

2260. Careers advice should be seen as natural and present in the everyday life of any school. At an early stage, people should be able to think about what qualifications and skills they need to be able to follow the career they wish to pursue. It is also crucial that careers advice in schools places a greater emphasis on the importance of further education, vocational skills and training. That can sometimes be overlooked, and my colleague Hannah will talk a little bit about that later. That is absolutely integral to the entire economy and the sector in Northern Ireland.

2261. Our careers advice should also be highly integrated into Invest NI and the Department of Enterprise, Trade and Investment (DETI) economic strategy so that we can work to ensure that our future workforce meets the needs and demand of businesses to help realise Northern Ireland's potential, and particularly to support inward investment. Careers advice should take into account areas of future economic development related to the

Government's economic strategy to ensure that opportunities are delivered in areas such as the green economy, if, for example, a new green deal strategy is implemented by the Executive. Also, the prevailing move towards more STEM — science, technology, engineering and mathematics — based jobs needs to form the basis of advice that careers advisers provide to people who have such careers ambitions.

2262. The Government need to provide far more resources for careers advice information and guidance in further education colleges and universities, and that advice service should be fully integrated into all student support services. Careers advice should also be presented on regular occasions, such as in lectures and tutorials, maybe even with specific days set aside for it in schedules. Students should be able to discuss career options in specific tutorials and take the opportunity to book individual careers advice meetings with careers services in institutions.

2263. I want to emphasise the value of paid placements and sandwich courses. We have seen a steady decline in paid placements and a move towards unpaid internships, which we feel are really detrimental to students. We absolutely recognise the value of paid internships, which are really the key way to develop students and to ensure that they have the capabilities to meet the demands of future jobs. The careers advice service should also place more of an emphasis on relevant careers information at the earliest stage possible in somebody's educational pathway.

2264. Another concern is the need for expert careers support for students who have graduated or finished training courses, but who have not been able to secure a job. The unemployment statistics are out today, and again we see a gaping hole in youth unemployment. Young people are just not able to find employment. To fill that huge gap, we hope that the Government will provide some kind of tailored offering for these young people, in line with jobs and benefits, and create a one-stop shop that offers young people, particularly those in the 16 to 25 age group, tailored careers advice.

2265. It is very worrying that young people do not have the opportunities or the ability to learn how to apply for jobs. That is one of the key areas of feedback that we hear from employers. They tell us that young people just do not know how to sell themselves, write simple things like CVs or conduct themselves in interviews. That is critical in helping young people gain employment.

2266. We also have concerns about access to careers advice for those who are involved in more flexible education courses such as night classes, evening classes or who learn with the Open University. Certain services are potentially not open at the times when those people are on campus. This is a particular issue in further education, where a huge proportion of provision is delivered part time in the evenings when none of those services is available. Essentially, that cuts out those people and prevents them from gaining valuable careers advice. Consideration should absolutely be given to those individuals so that they can meet the needs of flexible study.

2267. Careers guidance should be made more readily available in workplaces to help people progress in their careers. Statistically, if given the choice, young people are more likely to take an employment opportunity and work their way up the career ladder once they are in an organisation. We think that that is quite sensible in many cases, but there needs to be specific careers advice for young people, or any individual, to enable them to enhance and improve their opportunities in employment. We think that that could have positive results, not only for individuals but for companies.

2268. One potential change in the delivery of careers advice that we would like to see examined would be the creation of one-stop shops in which careers advice is provided in tandem with benefits, local housing and local government services in the same location. That is

about ease of access, and proximity to other services is crucial in reaching out to as many people as possible and encouraging them into education and training. Information about careers advice and the promotion of where it can be accessed is incredibly important. Greater outreach into and interaction with civic society could also help and, for example, many areas could benefit from the provision of a mobile careers service.

2269. On point 2 of the inquiry's terms of reference, given the increase in the use of social media and websites for accessing information, the Careers Service could examine new interactive ways of communicating with as many people as possible. We need to respond to the changing shape of society and to the way in which people communicate with each other. Social media could be a huge tool in helping to provide advice and assistance quicker and to responding rapidly instead of taking time to visit careers centres. That is particularly so for those who have demanding extracurricular activities or who are in flexible learning.

2270. As a foundation for delivering improved careers advice, it is absolutely essential that up-to-date and standardised training is provided to all careers advisers to ensure that they are aware of the latest available careers opportunities and initiatives. My two colleagues will touch on the logistics of that, and how it has affected them and the students they represent. Any cuts in careers advice services could have a hugely significant impact on the lives of people in the most marginalised sections of the community and could have a detrimental impact on the economy at a time when we should be upskilling and preparing for economic recovery.

2271. In our submission to the inquiry, we emphasised the importance of financial advice and student support as a key area of the wider careers advice network. We focused on an important project that helped co-ordinate the work of student finance officers and that trained them and kept them up to date on the latest advice and information. We feel that the recent closure of the Educational Guidance Service for Adults (EGSA), which I am sure everybody on the Committee is fully aware of, has left a huge and significant gap in education and advice provision. EGSA obviously played a hugely important role in wider society in Northern Ireland, and in assisting students in particular. It was hugely instrumental in widening participation and outreach, and in encouraging lifelong learning. We recognise that there will be a void and we hope that another agency, or us, will be able to step up, provided that there is some funding, and fill that gap. It was so vital for so many people who had very few avenues to turn to for educational advice.

2272. Schemes such as the previous adult learner finance project, on which we worked in conjunction with EGSA and other departmental bodies, are really critical in delivering advice for all learners of any age. We recognise that student finance advice is critical in helping anybody in education to plan their next steps. We know that student finance is one of the key factors that determines what people do next with their lives and their outcomes. We would love to have a more in-depth chat about that at some point.

2273. We recognise that there is a massive disparity in the advice that is given about further education and higher education. There seems to be a lack of parity of esteem between FE qualifications and HE qualifications. It seems that higher education is often given greater importance when young people get advice in schools.

2274. That is all that I would like to say for now, from the broader perspective. I will hand over to my colleague Claire Flanagan to give an HE perspective and, particularly, an Ulster perspective.

2275. **Miss Claire Flanagan (National Union of Students — Union of Students in Ireland)**: I will talk about the difficulties faced in higher education and careers advice to even get as far as that

and, in doing so, give some personal experiences and those of other students. I came from a grammar school where we were very much channelled towards higher education. If you were considering going to study in FE, there was an element of segregation and you were taken off to a separate careers class. Even though we were all strong enough to make our own decisions, you did not want to be taken to a separate class and away from everyone else. Therefore, people went for HE almost for no reason other than that you did not want to be pulled out of the class and away from your friends. That is just one of the pressures that students face at quite a young age and that could impact on their whole future.

2276. There is a lot of careers guidance available in HE at the moment. However, it is very much left to the student to go looking for it. It is not really brought to the student or promoted among the student population as well as it could be. As Adrianne mentioned, it is important to integrate and embed that advice in their studying so that they know that, at the end of the day, the aim of study is to find a career. There are some excellent examples of that already, but it is not happening across all courses or in all HE. For instance, there are preparation modules for courses that have a placement year. Students take a full module throughout the year, which takes them through where to look for a job, how to build a CV, how to write a cover letter and how to engage at interviews. However, not every course includes that. It is really only the second year of courses that have a full year's placement. I think that all students would benefit from that at any stage of their study.

2277. I did a degree in construction engineering management. I went to an all-girls school. My RE teacher was my careers teacher. I was probably the first girl in the school who wanted to become a builder, as they called it. My school took the initiative to bring in an organisation called Women in Construction, and that really inspired me — my school recognised the gap. It is really excellent to work with external organisations. Rather than just putting the pressure on the careers guidance service in the school or institution, it is good to work with other organisations to promote areas of various job gaps. Your careers teacher might not necessarily be a professional in STEM subjects, for instance, but it is excellent if they can focus on that and bring in the best advice.

2278. I turn to widening the participation of students. In all universities in Ulster, there is a bit of a gap with the bit in between. A lot of work is invested in making sure that they see their potential, are valued and have a place in university education. However, I think that there is a wee bit of a breakdown between their study and their reaching their goal at the end, namely achieving a career. More work could definitely be done in that area to keep it focused and to keep students in university.

2279. **Miss Peltz**: Thank you very much, Claire. I will now hand over to Hannah McNamara who is an actual real-life student; not just a student representative. Hannah will talk us through some of the further education experiences.

2280. **Ms Hannah McNamara (National Union of Students — Union of Students in Ireland)**: I want to expand on a few of the points that Adrianne and Claire made. From experience, I think that advice that schools give about FE colleges and universities needs to be balanced and accurate. When I was at school, the focus was heavily on going to university, regardless of what you wanted to do. That was the case regardless of whether you were at a grammar school or a secondary school. I went to a grammar school, but friends on my course who went to a secondary school said that it was very similar for them. Once students achieved a place in the A-level year, the school was very focused on their going to university. Every student was encouraged, if not expected, to go through the UCAS process, which costs each student £30

something that they do not tell you at the start of the year.

2281. I was aware of FE colleges when I started my A levels, but I was not entirely aware of the vast range of courses from BTECs to HNDs, which is what I am studying now, and even some degrees. Owing to a technicality, four of my five UCAS applications were rendered useless. The school left me to my own devices after those UCAS applications were closed. There was no back-up information or help to go through an FE application. You were basically left on your own. There were probably no teachers who understood the process of applying to an FE college or who had the information to back that up.

2282. I found an HND course at SERC in Bangor that suited my needs and interests more than any of the universities that I had applied to. I felt that the lack of balance of information from universities and FE colleges was a disadvantage. I had wasted time and money going through the UCAS application only to then, on my own, find a course that suited me better. A lot of places see FE colleges as a plan B or somewhere where people go when they fail. If accurate advice were given at A level and GCSE stage, students would see that it is not a place to go when you fail. Depending on what you want to do, it might benefit you more to travel to an FE college rather than to a university.

2283. **Miss Peltz**: Thank you, Hannah. We were hoping to be able to take some questions, but we made some key recommendations in the response that we sent through to you, and I want to go through those quickly. One of our recommendations is that the Executive need to provide greater resourcing provision for careers advice and guidance that focuses particularly on vocational qualifications. As Hannah said, further education is often viewed as the dustbin pile or rubbish heap for students who have not gained entry to higher education. We know that that is an inaccurate reflection of FE provision. FE means business. The flexibility in the way that courses are offered suits young people's needs and enables them to work and study closer to home. We would like a careers advice and guidance service that matches the parity of esteem between further and higher education qualifications.

2284. As regards investment in the staff who offer careers advice and guidance, there needs to be standardisation in both the advice that the service providers give and their qualifications. As Claire said, the person who advised her on her career options was her RE teacher. If we are to give accurate advice to students who are making decisions that will essentially affect them for the rest of their lives, it needs to be professionalised. There also needs to be greater buy-in from industry experts, particularly around the STEM subjects. The Programme for Government ring-fences millions of pounds worth of investment in job creation in the STEM sector. Young people need to be guided into the right STEM areas. As Claire mentioned, young women tend to fall off from studying those subjects at undergraduate level. They are interested at GCSE and A level, but there is somehow a disconnect between that and studying those subjects at university and gaining employment in them. That is something that should be addressed in a proper, holistic, standardised careers and advice service.

2285. We also think that the careers services should be delivered alongside other Departments: the kind of one-stop shops that we said would be so important. We also think that there should be city-wide careers fairs. Northern Ireland is a relatively small geographical area in comparison with some other areas of the UK. That is a huge benefit for Northern Ireland because you can have city-wide careers fairs that offer students from all backgrounds information on career opportunities, instead of having certain institutions excelling in certain areas of providing careers information. We need to recognise that, just because students do not go to a particular institution, it does not mean that they are not a part

of the future of Northern Ireland, and they should be given every opportunity to excel. Part of that, obviously, is about the kind of advice that we are giving them.

2286. The second thing, and building on that, is to recognise that careers advice and guidance requires a two-pronged approach. The advice that is given to students during high school, grammar school or even in primary school is to open up options. It is pre-formal education or tertiary education. The kind of advice and guidance that students get as they are about to graduate or leave focuses on actual employment. We have seen that the kind of careers advice and guidance that is offered does not really differentiate between what decisions you need to take before you enter tertiary education and those that you need to take at the end of it.

2287. That was a whistle-stop tour of our opinions on careers advice and guidance. A lot of information is contained in the briefing that we sent you. I hope that we can have an honest discussion about it now, and we are happy to answer any questions.

2288. **The Chairperson**: Thank you for your written and oral submissions. You are guaranteed an honest discussion from some of the members on this Committee.

2289. Adrianne, you mentioned involvement in primary school. What do you consider to be the earliest opportunity for careers guidance or advice to be brought into the student's life?

2290. **Miss Peltz**: It can be a nuanced approach at a much younger stage. I have a seven-year-old daughter. I know that this is personal experience, but she goes to an integrated school that has an excellent part of the curriculum where they talk about different careers in a non-gendered way. They talk about the opportunities that you can have as an adult, and it is really great for a seven-year-old to be thinking about what is possible, thinking big and thinking, "I can be an astronaut one day." From about the age of 12, young people should be given more tailored advice, which picks up on their key skills and the areas that they excel in. A completely different approach should be taken prior to tertiary education and to the advice that you get both during tertiary education and when you come to the end of it. We would like to see a careers and advice service that offers people lifelong career advice, regardless of what institution they have gone to. You should be able to access the careers service from any institution across Northern Ireland, even if you did not graduate from it.

2291. **The Chairperson**: You mentioned that careers guidance is not available for evening or part-time courses. Are you aware of any of the universities offering careers guidance outside normal office hours — for want of a better phrase?

2292. **Miss C Flanagan**: Not particularly. They are willing to offer appointments based on what works for you, but those appointments will be for during the day. They are trying to increase their online presence. That is something that Queen's and the University of Ulster are working on. They are trying to make their services more interactive. However, it is hard to beat face-to-face advice in talking about your career. That is not available at the moment.

2293. **The Chairperson**: With regard to the basics, you mentioned CVs and interview skills, which are the building blocks of careers. If you cannot get to the job interview and through it, you are not going to progress your career. Is there any role for you in that?

2294. **Miss Peltz**: Absolutely. Given that we have probably a better relationship with students than the parent institutions — indeed, we are the representative organisation for them — we are best placed to go out to deliver those tailored workshops on how to prepare CVs and manage yourself during assessment centres and interviews. We have found competition to be incredibly fierce, particularly between undergraduates who are about to graduate. The market

is quite cannibalistic at the moment. Young people are so concerned about who their competition is that they are not getting the opportunities to further themselves. Assessment centres and interview processes have been turned into huge cattle markets, with hundreds of young people being interviewed at once. The days of having small panels for candidates no longer exist because we have a huge supply of undergrads and few available jobs. It is, again, about how we respond to that and make sure that young people, indeed any students, have the capability and skill to show themselves off and sell themselves to any potential employer.

2295. **Miss C Flanagan**: The students' union continually faces the issue of students' preparedness and readiness; they come back and tell us, "I didn't get that job" or, "I didn't get through to interview". Students face such a harsh market when they go to look for a job that they must be prepared to be turned away. Gone are the days when getting a degree pretty much guaranteed a job. It may not have been with the company that you really wanted to work for, but you were going to get a job regardless. I think that there is still a wee bit of haziness about that and that students still think that doing a course will get them a job. The reality is that, unless you are really willing to work hard and to broaden your university or college experience, it will be very difficult.

2296. **Miss Peltz**: The National Union of Students, which operates across the UK, did some research into the experiences of undergraduates and the careers advice that they get. When asked what the single most helpful career or employability service was for any student, the overwhelming response was that it was CV checks, advice and interview workshops. That is where we should absolutely step up government investment and resources, particularly staffing. From a further education perspective, sometimes only one person in a college offers such advice and guidance, and FE services a huge array of different kinds of learners who all have very different needs. It also has a big proportion of students, about 100,000 versus 50,000 in higher education in universities. Given the diversity in its campuses, FE needs greater investment in its careers and advice guidance offering.

2297. **Ms McGahan**: Thank you for your presentation, particularly Hannah. I think it brave of you to talk about your experiences. I am a mother whose 16-year-old is going through all this at the moment. Adrianne, you talked about EGSA, which went into voluntary liquidation in February this year and was contracted to continue its services until May. I understand that support is now provided through a collaboration innovation fund and the Local Employment Intermediary Service (LEMIS), and those are only two examples. What is your assessment of such services, in comparison with those provided by EGSA? Has the change improved and enhanced opportunities for employment or not?

2298. **Miss Peltz**: It would be difficult to know whether it has enhanced opportunities, given that the interim arrangements have been operating for only a short time. The feedback that we are getting from adult learners is that there is a gaping hole there, particularly because EGSA was an umbrella, one-stop service provider. The issue for learners now is that the known brand of where to get information has been dissolved and they are no longer sure how to access that information. In my opinion, two things should be happening: the services should again be centralised instead of having service providers in silos; and there needs to be a better awareness campaign to let people know how things have changed and where they can access that information. I am sure that we have all been in the situation of needing to look for something online and just not knowing where to start because it is like finding a needle in a haystack. EGSA's beauty was to be such a well-recognised name in the education sector. Indeed, Citizens Advice Bureaux and all the voluntary and

community organisations were able to direct learners to EGSA. That is what the problem is: there is a lack of awareness about where to go to. I cannot answer about service delivery, but, hopefully, we will be able to look at the outcomes in a couple of months.

2299. **Mr Hilditch**: Thanks for the presentation. I was interested in the age access to careers guidance, and you have answered that for us. You said that there should be further development on the internet and social media side of things. Is there anyone who has a good way with that?

2300. **Miss Peltz**: Certain individual employers are targeting it, but, sector-wide, no one is doing anything to capitalise, certainly not in Northern Ireland. Some of the jobcentres in Scotland and Wales in some of the more deprived areas rely a lot more on social media, and a lot of that is also about proximity to service delivery. The Valleys are quite difficult to negotiate by public transport, so job shops in those areas rely more on social media. Some of the larger corporations such as Coca-Cola and Google are using social media really effectively, but they are individual employers, and I would like to see a more broad-ranging centralised government service doing that.

2301. **Mr Hilditch**: I get the feeling that there is a lot of work to be done on that side of things.

2302. **Miss Peltz**: Absolutely, and, with the advent of Twitter and the fact that everybody of a certain age has a smartphone and access to social media, it is about speediness of information, particularly given that the market is very competitive. The difference of an hour in finding out that there is a job opportunity can make the difference between gaining successful employment or not. So, it is quite a cost-effective way for the Department to invest.

2303. **Mr Hilditch**: You did say that the student has to go looking for the service, so that would be a good way of getting it.

2304. **Miss Peltz**: Absolutely.

2305. **Miss C Flanagan**: It is in the nature of young people today to Google something before they open their mouth. I do it myself. I try to be one of those people who does not, but I definitely do. You can get some really good, solid, interactive information. It is one thing reading a page full of where to go, but, if it is a bit interactive, you can dig through it a bit better. I know that our careers department is working on how to engage with that, and it is difficult to do so. It is about how we can make it more effective.

2306. **Miss Peltz**: The potential to engage with businesses through social media is quite exciting. There are businesses that have Q and As with industry experts to answer questions from jobseekers about what it means to be a quantum physicist. We do not expect that every careers advice teacher in a primary school or a high school will know what exactly it takes to be a quantum physicist, which is why we absolutely need to get industry experts in to impart their wisdom and to give young people the tools to be able to pursue their careers.

2307. **Mr Hilditch**: Thank you. Finally, you state in your presentation that the reintroduction of the adult learner finance project would have a profoundly positive impact. Is there anything else that you want to develop on that?

2308. **Miss Peltz**: Yes, and thank you for asking about that. The adult learner finance project that we had was absolutely incredible, and it was funded with the Department and with EGSA. We were able to go out into communities and work with some of the most impoverished students who had really got a bit of a second break into education. It was really about skills for life, such as how to manage budgets while in a job or not in a job, and we would absolutely love to be able to discuss more closely with the Department how we could reignite that, because it has left a bit of hole again, and I have to come back to issue about EGSA being gone. It was a huge link with communities, and we certainly see

ourselves as one of the best links with students, not just the typical student aged 18 to 21 at a Russell Group institution. We do a lot of work with students from FE backgrounds who, prior to education, were probably illiterate or innumerate. This kind of project really takes those people to the next level and gives them the kind of advice that they need to improve their employability, which is crucial in Northern Ireland for us to deliver the kind of economy that we need to maintain our buoyancy. Thank you for asking that.

2309. **Mr Douglas**: Thanks very much for your presentation. I think that Claire mentioned that the further and higher education sector was the poor relation in many ways, although you said that there is some provision there, but there are gaps. I think that you alluded to it as well, Adrianne. Can you expand a bit on that?

2310. **Miss C Flanagan**: The assumption that seems to be made by careers advisers and society in general is that, if you do your A levels, you are going to go to university. Now, more than ever, more importance is placed on apprenticeships and the range of education. University is not the be-all and end-all; there are alternative routes. Some people who I studied with went to university because that is what you do. It was not necessarily because that is what they wanted to do, and, needless to say, a year or a year and a half later, with a couple of grand of a student loan built up, they dropped out and went back to FE on their own initiative and studied something that they really wanted to do. It is about breaking down that barrier and opening up opportunities. It is not just university that you can go into if you have done your A levels, there is so much more.

2311. **Miss Peltz**: Absolutely. Hannah may want to add to that.

2312. **Ms McNamara**: I did my A levels, and as I said before, I went through the UCAS application with no real understanding of the opportunities that I could have had if I had applied directly to an FE college. I do HND computing, and I would not have got the vast amount of practical experience that I have had this year alone if I had gone to university. This may not be true for all HND courses or courses in FE colleges, but we have a business skills module, and we were given the tools to make our own CVs and practice interviews and business pitches, which is very helpful, and our teachers are very supportive. That is from our tutors directly rather than from a network of careers advisers in the college, so I am not sure whether that is delivered through every course. I would need to find out more information on that, but there definitely is a need.

2313. **The Chairperson**: All right, folks. Thank you very much for your presentation and submission. We look forward to further engagement with the Committee.

2314. **Miss Peltz**: Thank you very much for having us.

17 April 2013

Members present for all or part of the proceedings:

Mr Robin Swann (Chairperson)
Mr Thomas Buchanan (Deputy Chairperson)
Mr Sammy Douglas
Mr David Hilditch
Mr Chris Lyttle
Mr Fra McCann
Ms Bronwyn McGahan
Mr Alastair Ross

Witnesses:

Mr John Healy *MATRIX*
Dr Norman Apsley
Mr Bryan Keating

2315. **The Chairperson**: Good morning, gentlemen. You are very welcome to the Committee's inquiry into careers education, information, advice and guidance. We will now have a presentation from MATRIX. I welcome Bryan Keating, who is vice-chair of Invest NI and chair of MATRIX; Norman Apsley, who is chief executive of the Northern Ireland Science Park and deputy chair of MATRIX; and Mr John Healy, who is director of Citi and head of technology in Citi's centre of excellence.

2316. The assumption is that members have read your written presentation, so we would like you to give us further oral input.

2317. **Mr Bryan Keating (MATRIX)**: Thank you, Robin. We have nothing formal to say, but the whole ethos of MATRIX is science technology exploitation, so it is not science technology for the sake of science technology. It is actually about prioritising all that. MATRIX is as much about looking forward two, five or 10 years. Lots of agencies are not looking at the immediacy of how to support the success that people such as John have had over the short term. The whole relationship between that and skills and people is very interesting. The underpinning skill sets that we need for many of our technology companies is scientists, engineers and technologists. The relationship between supply and demand is interesting. Some of them are underpinned by PhDs and some are not. If you take the time to get a PhD, the market opportunity is such that it is not instantaneous. You cannot turn on PhD students and have them tomorrow. You can do things in other industries where you can accelerate. We take great interest in that because we will not have a business in two, five or 10 years if we do not have the skills. There are great programmes, such as in the Department for Employment and Learning (DEL), where you are assured that you can go in. John can talk about that because he is a practitioner who employs over 1,100 people. He can talk, and DEL is very responsive; it says that it will shape that up for x number of people. However, some of the things are about long-term planning. Some of the things are about forecasting and mitigating the risks of all of that. That is the business that we are in.

2318. **Dr Norman Apsley (MATRIX)**: Since we wrote the submission for you last year, I took part about six weeks ago in a national study of the skills gap. The only thing that I would like to add is that the skills gap is seen by some as the most important thing that we have to face. I am not an economist, so I cannot judge it, but at the event that I was presenting at, it was said that we are bumping along the bottom because the jobs are there, but the skills are not there to fill them. It is that serious.

2319. **Mr John Healy (MATRIX)**: I would like to pick up on Bryan's point. I am the representative on the MATRIX committee for technology. The majority of what Citi does here in Northern Ireland is technology-based. There is an insatiable demand for technologists in the economy. You cannot but notice, as you drive through town here, the billboards

for all the technology companies offering jobs. For us, it really is around how we get the careers education and the advisers orientated to demonstrate to the children as they come through and the students the various pathways that there are to get into technology and then from the education and the skills that they get in technology into employment. A lot has been done in that regard, but a lot more needs to be done. In particular, I would pick up on how we get more schoolkids to think beyond the traditional careers of medicine and law and to think about getting into technology, such as computer science, which I would like to grow, or the wider engineering field, in which there are lots of opportunities in our market today.

2320. **Mr Keating**: To put it in context: it is always difficult to work out how many people work in what is called the knowledge industry. It looks like it may be somewhere between 50,000 and 60,000, which is roughly 10% of the employed population. John employs a great deal of technical people. However, quite a lot of companies that are driven by science and technology have wide skill sets. Usually, you have only one chief technology officer (CTO), who is a genius and does the real breakthrough stuff. You may have four engineers who translate that into something to manufacture, but then you have all sorts of people with all skill sets to support that. One company with one great technician, five or six very clever engineers and 10 other people could support another 30 or 40 staff in HR, finance, and sales and marketing. It is a wee bit dangerous sometimes to think that it is all about extremely rarefied technicians and engineers. Roughly speaking, the GVA for jobs in our sector is about 60,000 as opposed to 30,000.And obviously, then, the big winner for the economy is the exports — the number of companies exporting in our sector. What it adds to value is tremendous.

2321. **The Chairperson**: Bryan, you mentioned forecasting and horizon scanning. If you are looking five or 10 years down the line and planning for that, how quickly does the Department for Employment and Learning (DEL) — I think this is something you were talking about, John; you have the access. How quickly can DEL respond to meet your needs, particularly if you are not sure what will be out there in five or 10 years' time? Is there an active input there?

2322. **Mr Keating**: Yes, there is. DEL will come to people like Momentum, which is the industry body for ICT, or MATRIX to ask the question, on a continuous basis: tell us exactly what you need. What happens is, if you have somebody of John's size — or Liberty and Sony, who have got 1,000 employees — you can define all that. Or you get a group coming together from Invest NI. Say, the 12 of us think that we look like 45 engineers, and so on. That is a perfect storm, because you are saying that you want that skill set. When you go two to five years out and you have a diverse set of people — because we all know that the SME sector is, even in technology, across a very great spread, which is good in some ways — it is very hard to get the voice of 25 or 1,000 small companies. The best case is that you train for generic skill sets so that people like John can take people in and retrain them. John will tell you that they are on such a competitive edge that it is harder and harder to make up the gap, as it were. The answer is that DEL is very responsive and is delighted when people say that they need X, Y or Z. If you are a big enough and clustered enough industry you can say that you want X, Y or Z. The rest of it is about forecasting two to five or ten years out.

2323. **Mr Healy**: I am very complimentary about DEL and its responsiveness around some of the skills gaps that are out there. The flip side of it is that it is quite costly to take people who have come through other routes and reinvest in them to convert their skills to what the economy actually needs to consume. It would be far better to have someone such as Hannah, who sat in this chair earlier, who came through an alternative route, through an HND — very practical,

the exact type of skills that we would like to consume.

2324. If we had a careers service that was channelling the resources into those kinds of programmes from the get-go, as opposed to channelling through — I cannot remember who it was in the previous submission who said you do A levels and the idea is you go to university. Well, actually, if the careers service was orientated in such a way that it understood the landscape of where the jobs are in the economy, it could take a cycle out of the investment in skills and get it right first time round.

2325. **The Chairperson**: That leads me to a three-tier question. DEL responds, but how quickly can our universities respond to meet that need? Secondly, where we are in our inquiry, we need to know how quickly the careers advisers in the schools can respond. If you are scanning five or 10 years ahead, how long does it take that information to get down into careers?

2326. **Dr Apsley**: I am not sure of the precise answer to your question about how quickly the institutions can change. However, you have to remember that there is a lag in a natural way. I am grateful to the Council for the Curriculum, Examinations and Assessment (CCEA) because I am on a focus group that is looking at some of the qualifications for school kids, and I am grateful to one of its members for explaining a piece of jargon to me. I know that certain subjects such as my own, physics, are what I call "layered", but I have been told that I am properly talking about a "constrained" skill and an "unconstrained" skill.

2327. If you are talking about jobs that have unconstrained skills, you can learn those at any time. At any time throughout your life you can go to a course and learn something you need for that kind of a job. However, an awful lot of the ones we are talking about are constrained, which means that you have to learn them in a layered order. You have to learn your arithmetic before you can learn your geometry before you can learn your trigonometry, and so on. That puts a lag into the system.

2328. Nobody can ever fix that unless people have chosen the right platform. One of the things that we have to talk about at all the different levels, both your area in further and higher education but also lower than that, is that you have to end up with this good platform so that you can take up the constrained layers to all the subjects. The issue for us is that we are not a planned economy, and people react in their own way. Of course, the areas that John and Bryan represent have had a downturn artificially through the dot-com boom and bust. Parents and their children are savvy and they saw that but they misunderstood it, because despite the temporary boom and bust, ICT was still growing strongly to the point where it is today.

2329. Those are issues that we have to be accepting of and strategise for. You can then ask how the institutes and institutions respond, but I cannot answer for them.

2330. **Mr Ross**: A couple of questions. I noticed in your conclusions, following on in terms of the future needs of the Northern Ireland economy, in fairness to the Employment and Enterprise Ministers, they repeatedly say where our future jobs will be created and the areas that we need young people to study in. As a Committee, we understand that as well.

2331. I had the opportunity to speak at a few events on some of this stuff. The Institute of Physics report on physics-based businesses and the amount of money that they generate for the Northern Ireland economy is interesting, as well. I think it is £1·5 billion or something annually. It is so important that we get that message through.

2332. As a Committee we were down in the science park and saw some of the stuff that is going on there. We took a visit to CERN. We get excited about some of the opportunities that there are for young people studying STEM subjects, and that message is getting through.

2333. My first question is, obviously careers guidance is one thing and we are encouraging young people to go on routes that are not necessarily medicine and law, which is always a challenge. In your view, is the way in which some of the science subjects are taught at school good enough to get young people enthused about science and understanding that there are real careers at the end of that? My question is in terms of how you see it being taught in schools. It is not necessarily for this Department; it is probably more Education, but it is important in terms of careers development. How is science being taught at school, and does that need to change?

2334. **Dr Apsley**: I will have a shot at that. I have to confess to being the honorary president of the Association for Science Education, so as part of this study I asked the group I call my teachers for help. From my experience, you have a set of people who are diligent and earnest about what they do and the way that they are required to do it by CCEA and so on.

2335. What they tell me in relation to careers, though — and I think it was one of these unintended consequences — is that careers teaching was elevated to the same status as subject teaching. Nobody minded that at all, but the consequence appeared to be that the relationship with other subjects was then broken. That is what they tell me, and it is essential for children and their parents to understand the relationship between a piece of science and what may be done with it in the careers field. However, that is broken historically as well as broken in today's world.

2336. Last year we did a thing — John helped us — and it was basically showing, in an easy-to-read way, what our companies do. We had 26 in Titanic Belfast, and the most gratifying thing was to hear from teachers and their pupils that this explained why they had to learn some science and some mathematics and so on, to be able to build the composite body shell for the Lotus car or whatever it may be.

2337. That is a broken link that could do with being fixed. It is an accidental consequence of what is otherwise a perfectly good thing, namely to elevate careers teaching to a higher level. There is probably more detail, but you would need to ask teachers. All that I urge — and the same would be true for universities — is that you have to think through all those things. It is a pretty regulated environment, so a change somewhere will cause changes in other places.

2338. **Mr Ross**: That kind of leads on to my second question. Paragraph 15 in your conclusions talks about the importance of collaboration. Again, I think collaboration between academia, business and all those sorts of groups is very important. I do not disagree with getting industry involved in schools and visits. At what level is that going on now? Obviously, that would be an easier way in which to explain to young people: this is what you are learning, these are the practical applications of it and here are the exciting careers that you can get involved in. We hear about the challenges of getting businesses to take on apprentices and things like that. My first question, is what level of engagement is going on at the moment with getting companies into schools at all levels? Secondly, does there need to be an incentive for companies to take on apprentices and engage further with young people.

2339. **Mr Healy**: A huge amount of collaboration is ongoing. Norman has alluded to a number of initiatives. The one that I would point to is Bring IT On, in the technology sector. That brings us together as a sector that wants to raise the level of interest in our profession as opposed to others. We do a lot of work together, and your question is why we want to do it. We do it because we want to drive our own profitability and sustainability. As a sector, we recognise that we have a responsibility in this as well and that we cannot always turn to government to help us. We come together on initiatives like apprenticeships. We at Citi work

alongside Kainos Software and Liberty IT and we have come together recently around apprenticeships, and we are trying to open up alternative routes through to employment.

2340. We are also very conscious that we have to get past being just a Belfast-centric kind of push. We are working in collaboration with universities around how we can do some outreach into the rest of Northern Ireland. Queen's University has a very innovative approach. In May, we are going to do a webcast as a collaboration — not just with the technology sector but also including companies such as Bombardier and PwC — to schools. Wheresoever they are, schools will be able to connect and find out what is happening from a science and technology perspective in our economy. So we are doing a lot, but there is a role for government to help put a framework around all that because one company cannot reach every school; we have to do it as a collective to be able to get the kind of penetration that we need to be able to drive kids into the right subjects and — as Norman says — layer on top of that the right kind of knowledge as to where the jobs are going to be and ensure that, when the kids come out of school and then subsequently out from the colleges and universities, they are ready for work.

2341. **Mr Ross**: Just one more, Chair. Obviously, we have not given up on the idea of corporation tax. That is still something that we want to see delivered. If we can get corporation tax devolved, we hope that there will be a huge number of jobs created and that we will be even more successful in attracting inward investment and getting some of the high-tech companies to come to Northern Ireland. That will present challenges in itself in ensuring that we have enough highly skilled people to fill those jobs. However, we are obviously in competition with elsewhere in the world in trying to attract those jobs. If you were to point to any other area of the world where they are getting it right and where they are able to get enough highly skilled people in the areas where there will be future employment, where would you look to? I imagine that, as Northern Ireland is a small place, we should be better at being flexible in terms of changing how we do things. Where would you look at in the world as our main competition? Who is doing it right at the moment?

2342. **Mr Keating**: That is a very interesting question. John has built up a tremendous set of people with great skill sets in Belfast, but they are actually an American-based company, so in fact they have clearly gone to where the skill sets are. John can talk about this better than I can, but a lot of these companies come here and, yes, you do have to have an incentive. The incentives from Invest NI, etc, are almost like an indicator of the willingness of the population to engage, as much as the money What they really come for is another 200 people with the right skill sets who are hard-working and prepared to be flexible and to do the job in a certain time: the culture that is the same as the ones that are actually being offshored. The same goes for indigenous ones.

2343. Corporation tax would be a tremendous boost. In our armoury at the moment, in terms of R&D tax credits, R&D support, the DEL-type work and the assure stuff — there is a lot in our armoury already for all of that. The big issue, as Norman said at the beginning, is this gap. You go back to the timescale for supply against demand: I can tell you now that we could sit here in 30 years' time and always have — it is never going to be perfect. There are going to be another 1,000 people too many or 1,000 too few. Having invested in companies all my life, my view has always been that it is easier to have 1,000 too many who may have to wait a little bit as opposed to 1,000 too few. The opportunities in this business are so short, and the world is getting so small — which is good, because we can globally sell, but the issue is that if you miss an opportunity in big data or analytics —

2344. **Mr Ross**: Jobs are mobile.

2345. **Mr Keating**: You will never catch up. Individual companies will succeed, but you will never catch up with the big ones. I am not trying to put down the value of lower corporation tax, but I am great believer that what we have is what we have, and as Norman and John said, this gives us an opportunity, and anything on top of that is on top of that.

2346. **Dr Apsley**: I am not usually parochial but, in this instance, there is nowhere better than here. The studies that were done prior to STEM showed that more people in China did STEM, but they did not like it any better. We have a very strong tradition of education and a respect for education. If we tackle the skills gap and the true origins of it, which includes those who disengage early and who, therefore, can never get to the starting gate, we will have enough skills for all the foreign direct investment and foreign indirect investment that we are perceiving. We have the culture to do it. As I said, other areas may be different, but the skills gaps problem is a Western problem that does not exist in the East yet. The competition is to solve that quicker than anybody else, and our size could help, because we could make the changes.

2347. **Mr Healy**: I echo exactly what you say, Norman. We can be very down on ourselves here, but we do a lot of things very well. The fact that we can come together collaboratively much quicker than other places is to our credit. I have a unique perspective because I get to see into the 12 other technology centres that Citi has around the world. Singapore might be a more open economy and be able to attract migrant workers in a way that we cannot here in Northern Ireland, and China may well have higher volumes because of its sheer population size, and it can fill the roles much faster than we can fill the roles here. However, we are building a quality output from here in Northern Ireland because we are able to influence, in many ways, the direction of the skills. We just need to do it a bit faster.

2348. **Ms McGahan**: Thank you for your presentations. Departments always encourage young people to stay on and do their A levels, regardless of what the A levels are. However, if a young person decides that they want to do an apprenticeship, that is where they find difficulties, because there is no support for them. They have to look for their own apprenticeship, and if they cannot find one, they cannot do a course, whereas if they leave school at 16, the support is there for them. Is that a problem that you have come across? What is your assessment of it, and should there be more flexibility around this? You also said that the jobs are there but that the skills are not. I would like you to give us examples of that, if you can, please.

2349. **Dr Apsley**: Can I tell you a story about apprenticeships? This is not policy here in any sense. In my last job in the 1990s, I was director of a big establishment that included an engineering centre that had, in the past, had apprenticeships which had gone into the three counties of Gloucestershire, Worcestershire and Herefordshire. I got invited to the apprenticeship prize-giving by the man who became the chair of the CBI in the area. He ran a building company. When I got to the prize-giving, I saw that there were people like him sitting all around. He said, "You do not know why you are here, do you? You have more degrees than us put together, but we all run companies. He has three planes and two Mercedes Benz. We were all apprentices, and we were taught by your predecessors." He said that they wanted us to restart the apprenticeship, because it had been closed as a part of cost-saving exercise. So, I am a big fan.

2350. However, the point about it is that we do not give careers guidance; we give job guidance. Those guys were telling me that they should have careers guidance so that, wherever you start, whether that is on a degree course or an apprenticeship, you can still get to the top. Indeed, our own Sir John Parker GBE is another example of that. So, you can begin to look at it that way.

2351. Another man who passed through Belfast on Friday was Doug Richard, who wrote the report on apprenticeships for

the English Government. They have done exactly that: they have made it easy for kids to choose where they spend their money and whether they spend it on a degree or on an apprenticeship. I would not look at an apprenticeship as being terribly different; it is a style of learning. The degree is still somewhat academic on paper and a wee bit ethereal in how it is done, whereas the apprenticeship is more practical. The point is that you have to reach the same place at the end of the day. Gavin Campbell from Bombardier should have been with us today, and if he were here, he would be telling us that two thirds of his workforce started through apprenticeships but are now at tertiary level. I think that you probably have to think about it in that context and then make policy appropriately.

2352. **Mr Lyttle**: Thank you for your presentation, gentlemen. I found it extremely useful and insightful. If I had known when I was at school how exciting science and science-based careers are, I think that I may have applied myself differently. The key challenge that Alastair touched on is how we make sure that we make available to young people when they are making the key decisions the information that we are privileged to have as we get older. That seems to be a challenge that we are still grappling with to a certain extent.

2353. Your recommendations are really useful and are in line with a lot of what we have come across already. One particularly interesting point that you touched on was engagement with past pupils. Before I came to the Committee this morning, I was thinking about assessing outcomes of careers guidance. I just touched on that in my own account. I do not know how frequently schools, the Department of Education or the Department for Employment and Learning ask people about or assess the outcome of careers guidance in education in the later stages of people's lives. I think that we need to look at that in much greater detail. Maybe you would like to comment on that.

2354. **Mr Keating**: That is a very good point. Last year, I think it was, MATRIX supported an event at W5 where I was asked to say a few words as chairman. There was a young woman from Schrader, whose name I have forgotten now, who looked to be the same age as the people she was talking to. I think that she was about 23, and the kids were about 16 or 17. I did not need to say anything; she said it far more eloquently. She was walking the walk, and they could recognise themselves standing there. She spoke for about 10 or 15 minutes on her work at Schrader and about the research that she was doing. She was followed by a gentleman from Michelin, and there is no substitute. That is because, at my age, I can say only a few things on the subject. So, I could not agree more.

2355. I know that someone spoke about social networking. We are the wrong age group for that, but they hit it on the head. The same goes for the people who are giving careers advice. The Assembly was sitting last Monday, and two people from Andor and Queen's University were in the Chamber. We had Nagin Cox, who was deputy head of engineering for the Mars Rover. Even at my age, I was totally enthused by it, and I felt as though I should go back and do astronomy. The coolest thing that she had was a Martian watch. I thought, "What is a Martian watch?" She had two watches, one of which displayed a day on Mars, which is about 43 minutes longer than a day on Earth. For 90 days after the Rover lands on Mars, they go in at eight o'clock Martian time, so they go 43 minutes earlier every day for 90 days to maximise the system.

2356. Those are the stories that should be told more often to kids, so the people who are giving the advice need to go to the Andors and Randoxes just to see the science. It is about curiosity and about seeing it and listening to young people. That is what inspires more than anything else.

2357. **Mr Hilditch**: In the conclusions and recommendations, you mention the work experience periods. In your sector, is a

week or three days sufficient? Are the people who are involved really given a flavour of the way forward?

2358. **Dr Apsley**: It is better than nothing, but nothing beats doing a proper project. Again, I am going to be slightly parochial, only this time for the Science Park. We have a couple of projects, one of which is called the US-Northern Ireland mentorship scheme and which is for post-degree people. I did not invent it; it came about as a result of a telephone call that Declan Kelly made on our behalf. Joanne Stuart is the chair. Recent graduates are selected to be apprenticed, for want of a better word, at top level, CEO or MD level in US corporations. That changes them. The graduate who now works for us, although he will not stay with us, did geography at Queen's University. His only aspiration, as for many of us who were on the uppermost rungs academically as we left school, was for an invitation to go back again and teach. That is all that he had intended to do until he went on that course.

2359. More recently, we arranged internships through the Institute of Physics. We do that in the final year during the holiday, and we work on projects. That too changes those who are involved. So, there is no doubt that that is breaking down the barriers between the academic silos of excellence and the business silos of excellence. I think that there is a need for a mutual respect between them. I confess freely that I did not make that journey until the '90s. I do not think that I had met a businessman until my organisation, which was a research organisation, joined the CBI. That is where I met senior businessmen and discovered that they were as cerebral, thinking strategically and full of gamesmanship as any academic. So, I think that there is a big job to be done to break that silo further. However, you have to keep the excellence, so you have to have intercommunication between those silos while keeping all the good things.

2360. **Mr Hilditch**: Taking it down to the secondary tier, an example in recent times is one school that I was in touch with. It had 27 pupils in a class, and 19 of them went out to other schools to do teaching experience. I know that there are no jobs for teachers, so there is obviously something not connecting right.

2361. **Mr Healy**: I think that three days or five days of work experience is better than nothing. The difficulty is that all the schools tend to come asking at exactly the same time, and there are only so many that a company can support. We do as many as we possibly can, but we cannot meet the demand that is out there.

2362. I would extend that point and say that I do not think that it is even just for the kids in the schools to do work experience. I think that it would useful for the careers teachers to do work experience and to come out and spend some days cycling through some of those companies, whether they are engineering companies, technology companies or science companies, to see what it is that we actually do so that they can bring some of that knowledge in and spread it to the kids who do not make it into the companies.

2363. **Mr Douglas**: Thanks very much for your presentation. Like Chris, I think that it has been very helpful. In your executive summary, you state that the further and higher education provision is quite effective and that it benefits from having professionally qualified staff. I recently went to the Belfast Met, accompanying a young person who was interested in doing an access degree there. My experience was very positive; it was excellent. Interestingly enough, John, that person wanted to go to Queen's to do a degree but through an access course. The careers adviser said, "Look, why do you not think about doing a HND?", and that is the route that they went down. Some people have a very positive experience, but is that the experience right across the board? You mentioned that consideration should be given to monitoring, managing and reducing the number of students dropping out of courses. Is that a big problem, and does it link into careers advice?

2364. **Mr Keating**: On the first point, I am going down to see the fresh system at Belfast Met at the beginning of next month, and I have been to the South East Regional College, the Dungannon campus and the Cookstown campus. They provide a classic example of apprenticeships, especially in ICT. We had a great tour and went down to the workshop. The great news there is that the fellas and girls on the welding course are involved with firms in and around Dungannon, including Terex and all the spin-offs from Powerscreen. So, they do practical welding, which involves all that work. That is very simple, but you could not get a better marriage for providing great life skills, which, in the short term, are useful for employment.

2365. The proximity of those colleges is important, and I know that the South East Regional College provides different skill sets in different areas. That is the best example ever of a great marriage. As I say, I am going down to see the fresh system that the Met is using, and I will be going round all the other colleges as well.

2366. I am not exactly sure about the dropouts. Funnily enough, one of the previous speakers talked about the extra support that is given to students who were considering dropping out. I was not aware of that, and I do not have any detail at all. Do you guys know anything?

2367. **Dr Apsley**: I do not have any figures for the number of dropouts. I think that, having chosen the wrong course, it is hard to get back round again, so you probably need to separate that. I suspect that the Met has worked very hard at improving its student experience. However, some may not have done quite as much, so it may still vary. I suggest that it is probably worth doing some kind of benchmarking across the six colleges and to let the best practice spread. That is the way that I would do it.

2368. **Mr Healy**: Belfast Met has done very good work to build connections with employers and to bring the circle together.

2369. On the issue of dropout rates, I think that technology is the subject with the highest dropout rate at university. I think that you can link that back to that fact some people who go into it do not really understand what it is about. Kids study ICT at school and think that that is what they are going on to study at university, but it is not really.

2370. **Mr Douglas**: That must be very disappointing for you, given what you said about attracting technologists. Is that not right, John?

2371. **Mr Healy**: Yes. That relates back to Bronwyn's question about how we engage with kids to make sure that they make the correct choice and do not choose something based on some false expectation about what ICT is in the real economy. I think that there probably is a place there for careers teachers to guide kids into the correct subjects that will lead to future employment.

2372. **Mr F McCann**: I just want to make a couple of points. I have to say that the presentation was enjoyable, and a lot of interesting stuff came through. I think that it was Norman who raised this point. We were at CERN recently, and we saw where the whole event takes place. Given that I am approaching 60, it was hard for me to take in that they create collisions at 600 million miles a second. I could not get that into my head, but when I explained it to some young people, they thought that it was perfectly acceptable that that could take place. That shows you the gap that is there.

2373. This was touched on in the MATRIX response on careers to primary and post-primary schools, but a couple of scientists who gave evidence to the Committee said that they believed that primary school was a good place, especially for the sciences. That is because when they go in and speak to children there, they can see that they are excited and enthusiastic, although that is knocked out of them in the following couple of years and they are pointed in another direction. That seems to contradict that when it says that a

lot of resource needs to be put not into primary but post-primary.

2374. **Mr Keating**: That is a good point. That was specifically about the careers side of it. To go back to what you just said, I have never been to CERN — it is one of the things that I would love to see — but at primary school level, it is about curiosity and inspiration. There is a science bus that goes around doing little experiments. I think that it is the STEM truck; I always get the name wrong. It does 'CSI: Crime Scene Investigation' experiments such as fingerprinting and whatever. They see 'CSI' on TV with the lights and all the rest of it, and that is what it is about. It is not about hard science; it is about inspiring curiosity. You never lose that.

2375. Dr Cox said something very telling, apart from what she said about her Martian watch, which I was totally impressed by. She comes from a Muslim family. She said that, during the '60s, as a woman in a Muslim family, it was not her place to do science. So, at 14, she said that she was going to do it, and she picked astronomy. She said that, once she became an engineer, she could do what she wanted. The concept of having a job for life has gone. However, if, God forbid, something happened to John's company, those engineers would be transferable. It is like what happened at Nortel. When Nortel imploded, it was awful for all 650 engineers, but they spread throughout Northern Ireland and seeded so many companies. So, you are quite right. The point about post-primary school is about making science about the fun and curiosity that it really is. Then, afterwards, at post-primary level, you are looking at careers, which is slightly different.

2376. **Dr Apsley**: I have to agree with you, Fra. When I agreed to that sentence, I was maybe being polite about the other end. Just as you said, we said that primary school kids are brilliant. We are going to see a bunch of them here on Friday — for those who have room in their diary, they can see some of the projects that they have done. They are little vessels full of bubbling energy. Now, given that we knock that out of them in the first three years after we send them to post-primary school, that is where we would say we should put in the effort — we should stop knocking it out of them. They have to learn some new things and new skills and refine it a bit, but we should try not to knock out the enthusiasm at the same time.

2377. **Mr F McCann**: I have two quick points. One is to finish off the CERN story. What really came through to me was that the director, the head of human resources and one of the lead scientists are all from here. That sends all the right messages.

2378. We spoke about primary, post-primary, FE and third-level education. In between, after young people leave primary school, there is another element, and that is the people who go through government training schemes. Quite a number of young people going through that feel that they do not get the encouragement or level of training that allows them to go into apprenticeships. Literally thousands of young people do that. How do you feel about that? Should a different focus be put on how people are trained?

2379. **Dr Apsley**: I am not sure what we could do with the budgets that are available. However, in principle, we should accept that people learn in all sorts of different ways and do things in all sorts of different ways and that that does not devalue the outcome. You then somehow have to bring that together. In the taxi that I came up here in, the guy was complaining that he had learned to be a pastry cook but said that there are no jobs for pastry cooks so he is taxiing. We had a chat about it, and I thought that, if he were good at making pastry — and given the news this morning about how much we are selling to Fortnum and Mason — and if he had any business training, he could probably be selling his pastry to them too. It is that thinking that needs to go in rather than any specific policy that I can think of.

2380. **Mr F McCann**: I thought that you were going to say that he was selling pastry out of the boot of the car. *[Laughter.]*

2381. **Dr Apsley**: I would not even mind if he did that.

2382. I will add to your CERN story, if I might. I can tell you that the deputy chief executive of the firm that makes most money selling to CERN is also from Northern Ireland. He is a graduate of Queen's and deputy director of Oxford Instruments. He is an engineer who then added accountancy to that — the one thing that you can learn later is accountancy. He became finance director to the company, and through the finance and his knowledge of engineering, he then became deputy director.

2383. **The Chairperson**: Gentlemen, thank you very much for your time. It has been insightful for our inquiry. Thank you for taking time out of your busy schedule to come before us today.

12 June 2013

Members present for all or part of the proceedings:

Mr Pat Ramsey (Acting Chairperson)
Mr David Hilditch
Mr Chris Lyttle
Mr Fra McCann
Ms Bronwyn McGahan
Mr Alastair Ross

Witnesses:

Mr Owen Crozier	*School Employer*
Mr Derek Hanway	*Connections*

2384. **The Acting Chairperson**: I remind members and those in the public gallery to switch off any electronic devices that may affect Hansard's recording of the meeting. I give a very warm welcome to Derek Hanway, director of School Employer Connections, and Owen Crozier, work experience programme manager in School Employer Connections. You are very welcome to the Employment and Learning Committee this morning. Please proceed.

2385. **Mr Derek Hanway (School Employer Connections)**: Good morning, members. Thanks for inviting us. As Pat said, I am Derek Hanway, the director of School Employer Connections, and I have been in post for about a year or so. Owen Crozier is the programme manager for our work experience programme. You will have a copy of our two-page summary, so I do not envisage taking you through that word by word. I will just give you a couple of key points about what we do, where we are coming from and what relevance to your ongoing work we have for you here this morning. The focus will be on our core business and what we do day to day in working with students and employers; what is relevant to you as members of the Committee for Employment and Learning; and how we can inform you and stimulate some questions for discussion.

2386. I will give a quick background. We are a small team that was founded back in 1999 as a pilot programme in the north-west. We really kicked off in 2001 with funding from the Department of Education (DE) and, at the time, from the Department for Employment and Learning (DEL). However, from about 2003 or 2004, we have relied on what is still considered pilot funding from DE, although, at this stage, we consider that to be our core funding. We are still highly reliant on that, although we draw in funding from local businesses and from other trust funds and sources such as that. Essentially, although we are not funded by DEL, we do not see a high split or a big gap in what we do day to day. Even though we are funded by DE, we consider ourselves to be very relevant and important to the work of DEL, particularly in our common goal of building the future workforce and encouraging our students who are in school today to think of careers that are important in the economy. The link that we provide with employers is also important through bringing them into a school to discuss those types of careers with teachers. As you will find out from part of the work, we also bring students into the workplace to meet employers. They normally bring their teachers with them, and, therefore, it informs the teachers as much as the students.

2387. You will see quotations at the beginning of the paper. To be honest, I could have pulled out numerous quotations from reports over the past year to 18 months or two years from anywhere on the island of Ireland, the UK or worldwide. You could have picked a quote from Barack Obama, who is quite a proponent of work experience, and STEM (science, technology, engineering and mathematics) in particular. I thought that this was a relevant quote from Valerie Todd, a member of the UK Commission for Employment and Skills, last year. The commission launched

an excellent report called 'Scaling the Youth Employment Challenge' in March. She said:

"Work experience is a vital stepping stone to help young people on the path towards employment. At its best, work experience can inform career choices and open young people's eyes to careers they'd not previously considered, or didn't even know existed."

2388. That is essentially what we are about.

2389. We were founded 10 years ago. Operationally, we see upwards of around 1,200 to 1,500 students into work experience. Other aspects of our work are our class programmes, which are taking classes in schools, whether it is a science class, an economics class or whatever, out into the workforce; and events, a big area where we help schools. Schools can ordinarily find it quite difficult to organise 10, 15 or 20 employers to come into a school together. It can be a bit of a waste of resources and it is a bit of a waste of the capacity that is there for employers to just do that for one school. For instance, at the end of last October, we organised a careers event in Oakgrove College that brought 600 students from across the north-west, from schools as far as Claudy and schools within the city and Limavady, to Oakgrove College to meet with upwards of 30 or 35 employers. We are the jam in the sandwich; we make it happen by co-ordinating that type of event.

2390. Just this year, because of the year that is in it, we have at our disposal the venue in Ebrington. I do not know whether you have been in it or have seen it, but it is a massive marquee-type structure. We are organising a big careers event in September. Actually, it is partly careers and partly something like the BT Young Scientist exhibition that goes on in Dublin or the Big Bang event that happens in London. For three days in September, we will have upwards of 2,000 students going through that venue each day, meeting some of the leading, cutting-edge employers on the island of Ireland and in the UK. We have companies such as Samsung and JVC coming from London, we have Intel coming from Kildare down South, but we also have our local employers — Seagate, E&I Engineering and Nuprint. All those employers will be engaging in a very interactive way with students and encouraging them into those types of careers. That is a big event that just would not happen without School Employer Connections. That has given you a flavour of the type of things that we do.

2391. I will just bring you quickly through the key points that we are raising about the role that we have. The major thing for us at the moment is that we know that it is really competitive for any young person coming out of school to enter the economy, whether that is through finding an apprenticeship or going into a foundation degree where you have to find work experience as part of that. It was difficult when we started off 10 years ago; it is even more difficult for many young people now. It is really important that we provide that service for young people who are most distanced from the labour market.

2392. The other aspect, and I know it is part of your brief in the Committee, is around the strategy for young people not in education, employment or training (NEETs). There are an estimated 46,000 of those across the North. Schools increasingly tell us that they let go upwards of 50 or 60 young people — and that is a conservative number — each year who either do not sit their GCSE exams or get a very poor GCSE mark and do not come back. If you take that across 15 schools in this city, you are looking at hundreds of young people that are completely lost. Largely, they are lost when they are 16, 17 or 18, and they may engage with a NEET programme to go back into employment or an education programme.

2393. We have a programme in development with DEL through the skills director here in the city. Mervyn Langtry from DEL has met us. We want to pilot a preventing-NEETs programme, using the trust that we have with employers so that we can engage a very intensive programme for young people to give them the hope that

there is a job there and so that we can provide mentorship from employers. A number of employers are saying that, largely, they are up for this, but it is more intensive and more challenging for employers to do something like that. So, when I am finished, we can talk about how we can engage with something like a preventing-NEETs programme.

2394. The main thing is that the evidence also shows that you can take any particular quote, such as the one that I mentioned, from an employer who will tell you that young people leaving school and young graduates, largely and commonly, do not have the skills that they require for entering the labour market. So, sometimes, where we might provide work experience for someone at 16 or 17, even if they go on to college and enter the labour market at 22 or 23, they sometimes go back to that contact that they made in their work experience or to the particular type of skill that they developed.

2395. I am sure that you are familiar with the statistics that come out of the Department of Education each year. Those show that our students are, largely, still studying the traditional subjects and are entering degree courses in those traditional subjects. We have the dilemma that we have employers crying out for students who have computer science at A level or GCSE and good ICT qualifications. Employers are saying to us that the ICT GCSE and A level is seen as quite a common qualification, while employers want something that is more specific for them and which will better equip students for entry into their companies. Part of what we do is trying not just to encourage students into those non-traditional subject areas but to encourage the parents as well. Too often, we hear of students who want to go into those employment areas but whose parents are pushing them into medicine or law. You will not get a job in medicine or law. You might as well pack your bags and leave the island. It is very difficult.

2396. Owen will bring you through the best practice that we have developed in School Employer Connections. The problem that we have is that, with the resources that we have, we are working with 1,200 to 1,300 students a year. We should be working with a minimum of about 4,000 or 5,000 students in the north-west. In the north-west, there are 14,000 students who are at second level. Those who are eligible for work experience number around 5,000 or 6,000. If we are to encourage more students through work experience and events and class visits into these areas of the labour market, we have got to work out a way — and this is where we would like to engage with you, individually or collectively — of how the type of best practice and programmes that we have developed could be brought Northern Ireland-wide. There are good models in the South of Ireland and in the UK that look at areas such as more online or web-based technology where students can find placements, get information, and so on. We are increasingly looking at that, but we do not have the money to do it. Our pitch today is more about informing you about our work and is not about looking at particular funding, but the reality is that the investment that is needed in careers to make our students not only informed about STEMworks, Bring It On, and so on, but integrating that with work experience and where employers can engage in that space, where they can maybe post up a placement or engage with students on an individual level through an online course or whatever.

2397. If there is time, I will hand over to Owen to bring you through some of the best practice.

2398. **Mr Owen Crozier (School Employer Connections)**: I am the work experience programme manager in the city and the north-west and have been for 12 years. I will focus on the careers education, information, advice and guidance (CEAIG) inquiry. Your focus was, essentially, first, the model and models of best practice, and I wanted to lead you into that. Secondly, it was on statistics that you may be interested in locally and in the north-west, and thirdly,

on CEIAG inconsistencies — basically, the focus there again with particular reference to work-related learning. I have some booklets here. I would love to take you back to the classroom for five minutes. Am I allowed to do that?

2399. **The Acting Chairperson**: Fairly quickly, Owen, yes.

2400. **Mr Crozier**: I will pass the booklets around while I am talking, just for reference. This takes you back into the classroom. This will show you —

2401. **The Acting Chairperson**: Continue using the mike, because it is being recorded. Do not walk away.

2402. **Mr Crozier**: Why is the School Employer Connections work experience programme a model of best practice? Based on 12 years of experience, I have placed over 12,000 students and developed a strong track record not only with schools and stakeholders but with employers. We work with over 200 employers from all sectors — private, public and voluntary. We have consistent, positive evaluated feedback from stakeholders, and we have had a BDO Stoy Hayward evaluation on behalf of the Department of Education. Again, if you had time, I would like to leave those for you to have a look at at some stage.

2403. I have brought my previous experience from industry back into this organisation and the public sector, including quality assurance and ISO 9001 standards. During that time, I also followed educational best practice in the UK. We can be accused of being Irish and not liking the English. I love the English; they started their education system 30 years ahead of us with regard to business education — away back in the 1970s. We are only catching up. We got on the ground around 2001. Great work has been done by the likes of the Centre for Education and Industry in the University of Warwick. We have taken best practice right across the world and put it into our model. The work experience programme is modelled on our vision, which is to prepare the future workforce. We are very customer service focused. We believe that we are the only organisation in Northern Ireland to provide support material that enhances the learning and knowledge of students. That is why I wanted to give you a flavour of the packs, which is what the students get before they go on work experience to prepare them for work experience.

2404. All the CEIAG components of work-related learning experiences are achieved in the programme. The process incorporates key employability requirements. We fulfil all the purposes of work experience — the aims and objectives as required by the Department of Education — and we provide the students with the 10 educational outcomes that they should expect while on work experience. There is a plethora of information there to support that and to prove to you that we have a model of best practice. Obviously, you understand what work experience is. Up until the age of 16, it is work experience, then they can go into work shadowing and then move on to work placements. Therefore, there are different types of work experience placements.

2405. I will move on quickly, as I know time is limited. I would love to have all day with you to go through this in detail. Twelve years of work has gone into this, and 12 minutes does not do it justice. In terms of some things that you might query, all the resources that we get are aimed at operations and not at providing a suitable management information system, which could have given you a deeper and varied provision of information. With regard to NEETs, for example, we have identified through the programme that about 13% of the students that we have dealt with this year are possible NEETs and could end up in DEL figures in the years ahead. From my experience, I would say that 6% will probably end up as NEETs, because they are doing certain programmes in schools called certificate of personal effectiveness programmes, which are pure vocational programmes but not academic.

2406. The gender split in a programme of 1,000 students is 50:50 male and female. We have done a lot of work outside the area. About 15% of our work goes on outside the Derry/Londonderry area, and that brings in schools from Strabane and Limavady. We work as far as Coleraine and Enniskillen. Therefore, if students want to come to our large employers in the city, they have to come through us. That is basically why we work with them.

2407. I may be asked a question about rural or urban. Nine per cent of our work is carried out with rural schools, particularly St Patrick's and St Brigid's in Claudy. We are just after placing 110 of its students. With regard to disadvantage, 66% of our work is with secondary schools. We also work with special schools, and 3% of our work is carried out there. That sounds like a very minimal percentage, but the work ratio with special schools is 5:1. You have to take extra care, because health and safety issues and child protection come into play.

2408. We have some employer feedback on those 1,000 placements; 20% of our employers fed back. Ninety five per cent considered students to be employable. That proves that work experience is working on the ground. We got feedback from rural students at St Patrick's and St Brigid's. They said that 93% of the students' expectations were met, so the programme is working. They said that they would recommend their placements to other students. Sixty eight per cent of those students' choice of career was affected by work experience. The figures are here to support all that.

2409. I will move quickly to the CEIAG inconsistencies brief. The Costello report has seven guiding principles. I do not have to tell you what they are. There is equality, access and choice. A lot of our students are not getting that, because we have only a small pot of funding aimed at us. I would like to roll our work experience model out right across Northern Ireland and the world if I could, but I can only start here in Northern Ireland. I can only start from this city. Your influence could be carried back to the other Department, which could maybe fund us more in that respect. We have all the experience and knowledge; we just need to roll it out. We need to give more young people that experience.

2410. Action point 5 of the preparing for success implementation plan is about maintaining funding. We see ourselves as being on the periphery rather than being at the core. Again, that is another inconsistency in CEIAG. Work-related learning should be brought into the core and not sit on the periphery. You could argue that we are not on the periphery; we are, because our funding is on a year-to-year basis.

2411. I would love to meet you again at another time.

2412. **The Acting Chairperson**: Thanks very much. We are on a tight schedule, and not just for the presentations; there is a stakeholder event at lunchtime that all the groups are invited to so that they have an opportunity to engage individually with MLAs. There are six Statutory Committees in Derry today.

2413. Thanks very much for the presentation. It certainly has all the hallmarks of a model of good practice in terms of rolling it out. I am sure that members who represent other areas will be interested to see how it could be rolled out in and around the Belfast model, for example. We had a very extensive Committee inquiry into NEETs, which progressed to a stage where we now have the Programme for Government rolling out various elements of the NEETs programme. We have almost finished an inquiry into careers and guidance. We want to see where it can be done much better and smarter. We take your point about medicine and law, and teaching as well. Parents want their sons and daughters on that career path, but, unfortunately, that career path is not good for the future. Where do you change the mindsets? Where is your organisation linked up with the formal careers system so that a single message is going out to young people,

and also their parents, who have a huge influence on their children's careers?

2414. **Mr Crozier**: We are invited into the schools. We are not core or central. They will invite us in, and we will prepare and support them properly. You will see the employability map. A picture paints 1,000 words. We will do intensive training over a short period of time. We will support what is already there in the curriculum. Their curriculum is based over two years. When we ask young people what things employers are looking for, you will see on the very front page of your booklet that they cannot even tell us what the six things are. We focus very intensively on that and prepare them properly for it. That is how we do it: we focus very intensively on the things that employers require.

2415. **Mr Hanway**: You have hit the key problem. The system as it is promotes types of careers as concepts. Sometimes, they will encourage students to do job profiles and maybe interview somebody in industry. Perhaps you have been interviewed by students about your own type of career choice that you have made. We have two pilot programmes that we are talking about to the skills director here in the city through Ilex, which has been very supportive. One is on NEETs, which you referred to earlier. The second is a model that is operating in the South of Ireland through the careers portal. I encourage you to look at www.careersportal.ie. Any student who wishes to find a work experience placement can find that on the website, but they first have to go through a careers planning tool that acts as a guide for the careers teacher. It actually trains the careers teachers as much as it provides a service to students. When that profiling is done and a student has carried out that investigation, you have clips of interviews that people from industry provide that teachers can upload from the website into the classroom. The developers from the Department of Education in the South who did that are coming to us next Monday.

2416. **Mr Lyttle**: Who operates the portal?

2417. **Mr Hanway**: It is operated by a company contracted by the Department of Education in the South. It started only in September. It is for transition year students; as you may know, in the South, there is a transition year. I would encourage you to look at having that, and I heard the Minister of Education talk about the possibility of introducing some sort of phase that enables students to do more project work and to go on work experience. In their transition year in the South, students are mandated to go on work experience. We do not have that; it is voluntary under the system that we operate.

2418. So, the portal is rolling out in the South and involves companies such as Google, PayPal and McDonald's. It is not necessarily always looking at the key growth sectors, because, by doing a week's work experience in McDonald's, students can learn a lot about customer service, communication skills, and so on. I was in Dublin just two or three weeks ago when the senior vice-president of McDonald's gave a presentation on the portal, and he knew more about it than I would. There is a great opportunity in this city to pilot something like that, where we have the trusting relationships at home that we have had over the past 12 years. That is one model that we need to look at.

2419. To answer your question, it would integrate in a real way the type of career planning that students do in school with companies and employers, as well as work experience. At the moment, students do it in a way that is kind of divorced from work experience, if you get me. So, that is something that we need to explore. Not only would doing that change the work that we do but it would open up capacity in numbers. A lot of what we do is labour-intensive; it relies a lot on Owen physically being in place and on the two or three people who work alongside him. So, I would like to think that, if we could get that model going in the city, in 12 months' time, you would see something that could become Northern-Ireland wide.

2420. I covered in my presentation the importance of preventing NEETs. I know of organisations behind me here, as well as others, that work with young people out of school and in school. We also have to look at where companies come in and at where employers can come in to provide that.

2421. **The Acting Chairperson**: A number of members want to ask questions. Is there a funding stream or mechanism to enable you to secure funding to advance the preventing NEETs programme that you outlined?

2422. **Mr Hanway**: Yes. Colin Jack in DEL is the head of the NEETs strategy —

2423. **Mr Lyttle**: May I supplement that, Chair?

2424. **The Acting Chairperson**: Yes; you are next anyway.

2425. **Mr Lyttle**: There is a DEL innovation and collaboration fund; have you applied for that or do you — *[Inaudible.]*

2426. **Mr Hanway**: We did. Our colleagues in Derry City Council have a good chunk of that funding for an important and good programme.

2427. **Mr P Ramsey**: We were made of aware of that.

2428. **Mr Hanway**: You were made aware of that. The issue, I suppose, is that much of the work with NEETs is happening when the pupils have left school. Good voluntary organisations do some of that work while students are in school. The difficulty with that — this is important — is that it does not particularly link in with career planning and people's going into work experience. I mean no disrespect to careers teachers, but they tend to be ignored and forgotten about in schools. So, we are turning that completely on its head and saying, "These are the students in the school into whom you need to put more time and planning". That pilot is with us, the Prince's Trust and a couple of others, including the Western Education and Library Board. Over the summer, we will submit it to DEL, and we have already had some discussions about it with the Department.

2429. **The Acting Chairperson**: A number of members want to ask a question. Chris, you are next.

2430. **Mr Lyttle**: I will try to be as concise as I can. I think that I agree significantly with you, if I understand you right. First, learning is not adequately work related, and, secondly, careers guidance is concernedly inconsistent. It is for those reasons that I proposed the Committee for Employment and Learning's inquiry into careers. So, I think that I am on a similar page to you, and I am keen to meet with you personally to talk about things in a bit more detail.

2431. I will try to ask you a few questions, and I may exaggerate them to try to get to the point slightly. You seem to be saying that schools are falling short of being able to link students with well-organised work experience. In what way are they falling short? How are you able to do it better or differently?

2432. **Mr Crozier**: I will give you one specific example in the work experience programme. We see ourselves as the big retail shop, such as the Sainsbury's or the Tesco. Schools are the corner shops, and they cannot have connections. We are employed full time to go to connect with employers, and we are skilled to go out to check the health and safety. Teachers are not qualified to deliver health and safety checks; they are not fully competent in delivering that. That is one aspect of it. We get to meet all the employers on behalf of all the schools. The schools will go out individually, on their own behalf, and, sometimes, protect their contacts, but other people cannot share that. We are sharing all those experiences and all those contacts with all schools. Again, that goes back to disadvantage. We share with the grammar and the secondary schools, so everybody gets a fair opportunity. I hope that that answers your question.

2433. **Mr Lyttle**: Again, I think that I agree with you on that. I think that it may be

unrealistic to expect teachers to be able to access the information and the extent of information that is needed to provide young people with an informed choice. So, that is also interesting.

2434. I will move now to the pilot for preventing NEETs. Our inquiry recommendations isolated the need for early intervention, which seems to correlate with what you are saying about a preventative pilot. I would be keen to explore that with you further. One of the questions is: why is it just for the north-west? I presume that it is a resource issue, as you said.

2435. **Mr Crozier**: Yes.

2436. **Mr Lyttle**: Fair enough.

2437. You answered the question, to a certain extent, about the online careers portal. I think that you have already answered this question, but I will ask it again. How do we engage better with parents to help their involvement in the decision-making process?

2438. **Mr Hanway**: I will give you an example. We will have the schools in the Venue on 12 and 13 September, and 14 September will be a family day. We will have 35 key companies present, and we will send each of those students back with a pack or a goody bag with flyers telling them to come back on Saturday. All schools will get flyers informing them that 30 to 35 of the key companies on the island of Ireland or the UK will be coming to the Venue on 14 September, and they will be invited to come along to meet and talk to them.

2439. **Mr Lyttle**: Is that an invite to the parents?

2440. **Mr Hanway**: That is an invite to the parents. That is stuff that we do not get enough of in this part of the country. A lot of that can happen in the Odyssey Arena, such as the Young Innovators event that is taking place there next Monday, and it happens in Dublin. If you have ever been down to Dublin in January to the BT Young Scientist exhibition, you cannot but drive back up the road enthused that those are the types of careers that our young people need to get involved in. So, it is a bit of a battle of hearts and minds with some of our students.

2441. I want to go back to one point that you made, Chris, about the work experience and the difficulties with that. You would like to think that the days of teachers sending their students out on a Friday afternoon to find themselves work experience and to walk around the town dropping in to shops are gone. They are not. Each day, we put a lot of our young people at risk by sending them out in that model. We also get employers ringing us up. Some employers use School Employer Connections. Sometimes, when a student turns up, they think that they have been sent by School Employer Connections, but they have not got the pack. We would, obviously, do a lot of the pre-work. The student will ring up the office and say, "Have you got a set of overalls and a pair of boots?" That could be a garage or a tyre centre. A young guy going into a garage wearing a pair of jeans and sneakers is sending out the wrong message about being prepared for work. We have a cupboard full of all that stuff. However, that is still going on. In the same way as sometimes happens in the health and other systems, until there is a crisis and some young guy or girl is sent out in that way unprepared, and, God forbid, there is a complete tragedy, we end up saying, "What the bloody hell were we doing?" As an organisation —

2442. **Mr Lyttle**: Chair, I know that we have to move on, but there is a crisis. We do not have enough young people getting jobs.

2443. **Mr Hanway**: That is a crisis, but there is also a very high-risk crisis. The type of work that we do ensures that that is minimised. There will always be an element of —

2444. **Mr Lyttle**: I want to make a closing comment rather than ask a question. I really like the interview competency material, because I still think that graduates are coming out unable to navigate interviews, SMART or STAR models, and so forth.

2445. **Mr F McCann**: Chris touched on a number of issues that I wanted to ask about, but I have a couple of points to make. Thanks for the presentation; it was very interesting. Obviously, the success rate of the programme is measured on how many jobs the young people go into. Do you have information on how many people you have taken from the information and help stage right through to employment? Secondly, running through a lot of the inquiry is that students are being guided by teachers into traditional notions of education, as Derek said, but there are those who may not want to go down the academic road. How do you work with parents? Parents and teachers are big influences in young people's lives, and I know that you can try to encourage people to go to events. Is there any group work or one-to-one work with parents to try to convince them that their children may not be going down the right road educationally?

2446. **Mr Crozier**: It is a resource issue. We get parents landing at our door, but if you spent 10 to 15 minutes with every parent of a young person whom we place, you would not get any other operations delivered. We would love to meet every parent, and we would like to have it built into our resource and process that we do that.

2447. On the earlier question about whether we measure it, like anything with DE and DEL, we have a cut-off point, and we do not measure beyond that. However, we are confident that we are preparing young people better for the world of work, and they are employable because that is measured in our statistics.

2448. **Mr Hanway**: Owen mentioned earlier that, through the likes of SurveyMonkey and others, we measure the success in the current year. I think that you have hit on a very good point, which is that it can be quite difficult to provide that longitudinal measure. So, for instance, if somebody goes into Seagate on work experience as a 15- or 16-year-old, does that influence their chosen degree or apprenticeship, or do they end up working in Seagate? The answer is that, largely, we do not know, but the anecdotal feedback that we get is that it is working through influencing. I think that a common problem that our organisation, Sentinus, Business in the Community and others that are in this space see is that there is much more evidence, particularly in the South of Ireland, that students are choosing STEM-based degree courses. There was a 20% increase last year in the South in students choosing engineering.

2449. The corner is not turning for us. Engineering companies and others are still saying that they are not getting enough graduates in that area, so the evidence will be when we see more students choosing those types of careers. However, we also have one hand behind our backs, as we do not have enough of those courses at that level in this university that you are sitting in. Also, with the different inquiries that we have had, the type of image that some of our colleges have of being up for feeding industry, and some of the image that industry has of those colleges, might not be the best. So, we are getting there, but our evaluation happens more year to year.

2450. **The Acting Chairperson**: Our time is up, and we have another delegation to make a presentation. Derek and Owen, thanks very much for coming along this morning.

Appendix 3

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Action on Hearing Loss

Submission from Action on Hearing Loss, August 2012

Action on Hearing Loss is the charity working to create a world where deafness or hearing loss do not limit or determine opportunity and where people value their hearing. We work to ensure that people who are deaf, deafened or hard of hearing have the same rights and opportunities to lead a full and enriching life. We strive to break down stigma and create acceptance of deafness and hearing loss. We aim to promote hearing health, prevent hearing loss and cure deafness.

Action on Hearing Loss welcomes the opportunity to submit evidence to this Inquiry and would be happy to provide oral evidence to the Committee. There are at least 483 young people with hearing loss in secondary or post-secondary education in Northern Ireland. None of these pupils are solely dependant on sign language but they will have a range of communication needs which may not be being fully met. Potentially they will all receive career guidance and, disappointingly, they are met with uniform service provision. Action on Hearing Loss and other organisations, in partnership with the statutory sector, could play a key role in delivering better CEIAG services to these young people.

Inconsistencies and Issues in the Delivery of CEIAG

The invitation to submit refers to target groups including the unemployed and those living in rural areas, but it makes no mention of service users with disabilities or communication needs. Deaf and hard of hearing people of all ages may require the assistance of CEIAG services and often find it harder to access those services.

We are concerned that providers of CEIAG do not see deaf and hard of hearing people as people who are going to have a career. Often, menial jobs such as shelf-stacking or hairdressing are suggested, when there is no reason why the service user should not be able to participate in further or higher education or work in higher-skilled employment. This reinforces the medical model of disability and perpetuates a ‘can’t do’ attitude which is damaging for the aspirations of deaf and hard of hearing people here.

We would suggest that organisations within the voluntary sector, such as Action on Hearing Loss and RNIB, could be funded to provide a better, more client-focussed service. We currently work in partnership with EGSA on an innovative and very successful project (see case study below). The mutual buy-in and excellent outcomes for service users could form a model for use with other types of disability.

Action on Hearing Loss is also concerned at the low number of deaf people attending universities. Lack of interpreter support is an ongoing problem and this results in students moving elsewhere in the UK to study and, in many cases, never returning to work in Northern Ireland. This means that we lose some of our highest achievers to other economies. Access to interpreter support is also an issue in further education as it is more difficult to get this support in rural areas.

Impact of Budget Cuts

As with many services, Action on Hearing Loss is worried that budget cuts will lead to further depletion of CEIAG support for deaf and hard of hearing people. It is imperative that communication support is provided during careers guidance and in places of further and higher education. Any associated cost must not be passed on to the student and must not restrict their access to this vital support.

Case Study #1

Rachel (not her real name), who is deaf, was unsure of what to do after formal education had finished and asked for careers advice at school. This is what she said about the lack of support from the school and the support that she did receive from Action on Hearing Loss.

'[The careers adviser] told me that I have to do hairdressing but I don't want that. There is no problem with hairdressing but I don't want to do it. I felt I was confused and worried about what happens to me next. I felt lost and did not know about help.

'I thought that I was not clever enough to do anything and was going to fail at all things. I now know that is not right.

'[The Action on Hearing Loss adviser] was helping me to decide what was best for me. He said I could do anything I wanted. My mum and dad had told me this for long time but I did not think so.

'When I met [him] the first time he talked to me about what is best for me and what I like so he asked me to do homework about what I want to do as a job or career. This made me think about my future.

'[He] is very good and explained to me and helped me think what was best for me at college. He showed me some work on his laptop. He knew what it was like because he was deaf too. I believed [him] and he helped me get confident again.

'Someone like [him] should go to schools and meet all students who are deaf and going to leave school soon to see what they can do for their future.'

Rachel's mother also told us her story.

'[Rachel] knew that she did not want to stay in [school] after June this year and seemed to be frustrated and anxious about what she could do given that she did not want to do hairdressing. She knew that she would like to further her education in some way but did not know how and felt that the head of the unit and the person she spoke to at school on careers advice were of no use to her at all and trying to force her in a particular direction. It seemed as if these people were incapable of thinking outside the box. All deaf young people were the same and they all had to go down the same path. It was at that stage we decided to step in and seek the help of an RNID careers advisor whom we met at an RNID fashion show last year.'

Case Study #2

In order to support deaf and hard of hearing adults to develop skills, explore opportunities and plan for their future, EGSA and Action on Hearing Loss employ an Educational Adviser to deliver careers and educational guidance to this one in six of the population. Intensive advocacy support, especially around Essential Skills and FE access, has led to a large number of learners accessing and progressing in learning and overcoming barriers that had previously blocked them from fulfilling their potential for learning and work.

Laura (not her real name) was supported by the Educational Adviser on to other courses, raising her confidence and aspirations and leading onto literacy, numeracy and ICT essential skills classes.

Laura said;

'The Educational Adviser is great because she contacts deaf people to let them know what courses are available. I always wanted to do English and maths but I wasn't aware that there are free computer classes out there until she told me. I would like to be a BSL tutor

and doing these courses has given me more confidence. It is important that we have fully qualified interpreters and the Adviser works with the colleges to try to organise this.

'If this service was not there I'd be bored, there would be communication breakdown and nobody to give me information. It's great having EGSA there because the Adviser has given me access to these courses. The partnership between EGSA and Action on Hearing Loss is fantastic and I couldn't do this without them.'

Action on Hearing Loss - Additional submission

ACTION ON HEARING LOSS
Northern Ireland

Employment and Learning Committee Inquiry into Careers, Education, Information Advice and Guidance

Action on Hearing Loss Recommendations

Background

Action on Hearing Loss has achieved significant successes for deaf and hard of hearing people seeking employment and further education, through our specialist Careers Guidance Service.

With this experience we would like to make a number of recommendations for the Careers Information, Education, Advice and Guidance Service (CEIAG), with the aim of improving accessibility for deaf and hard of hearing people using the service.

These recommendations are framed within a context of a rights-based approach to service delivery. We have defined a series of 'outcomes statements' which have been endorsed by deaf and hard of hearing people and which outline the key life outcomes that they have a right to enjoy. One outcome relates specifically to education and lifelong learning, as follows:

"I have equal access to education and lifelong learning"

CEIAG is an essential component in preparing all young people for the future and must be available at each pivotal stage of their lives. It must be responsive to need and age. Statistics show that disabled young people are considerably more likely than non-disabled people to not be in education, employment or training (NEET)[1]. In 2008 the Youth Cohort Study found that 29% of disabled 18 year-olds were NEET compared to 12% of non- disabled 18 year-olds[2]. It is important that a wide range of learning opportunities are available that will re-engage this group of young people. With raising the participation age, education providers, delivery partners and support services must consider how to engage with young people who are NEET and how to establish good provision and support for those learners who may require extra support in staying engaged in meaningful learning up to the age of 18.

Young people with special needs or a disability should have received integrated advice and guidance from an early age, focusing on how independently they can live when they reach adulthood. Where a young person with a special need or disability is taking part in post-16 learning, the institution should be obliged to provide careers advice until the age of 24.

(UK Parliament, 2012/2013)

Unfortunately the feedback we got from service users registered with Action on Hearing Loss who has accessed the Careers Service in Northern Ireland was that they were not satisfied

1 Disability Review, Leonard Cheshire Disability, 2008.

2 Youth Cohort Survey: The activities and experiences of 16 year olds: England and Wales, Department for Children, Schools and Families, 2008.

with the service they received. Mainstream careers advisers tend to have lower expectations of clients who are deaf or hard of hearing.

One service user told us:

> *"The careers adviser told me that I have to do hairdressing but I don't want that…I thought I was not clever enough to do anything and going to fail at all things. I felt lost and did not know about help".*

Evidence suggests that people with a disability in England, Scotland and Wales share a similar dissatisfaction with their careers services.

Careers education is failing many young disabled people, and other disadvantaged groups, according to a report from the equality watchdog. The Equality and Human Rights Commission (EHRC) report says careers education and guidance often fails to meet students' needs or challenge traditional "stereotypical thinking".

(EHRC, 2011)

Continuing Liz Sayce, RADAR's chief executive, said:

> *"This report gives hard evidence that positive outcomes of careers education and guidance largely pass young disabled people by. Disabled young people are still hemmed in by stereotypes of what they can and cannot do. It is imperative that careers advice and guidance breaks out of the stereotypes and encourages disabled people to aim high".*

Skill believes that it is very important that the learner has a voice in what is done in their name and influences positively how services are delivered. Skill would like to stress the importance of early intervention and planning and that it is essential that the transition process starts at least by Year 9. Disabled young people need quality IAG from a wide range of sources to help them decide upon their future.

Green Paper: Children and Young People with Special Educational Needs and Disabilities

The main point raised by service users regarding education was access to communication support. As with other statutory services, this must be offered and provided by schools and colleges. This is particularly important at transition points in a student's life.

Social Model vs Medical Model

The Careers Service should operate within a social model of disability, rather than a medical model. The Centre for Human Rights for People with Disabilities defines the medical model of disability as "looking at the person with a disability as 'the problem'.

The social model of disability looks at the person with a disability as a human being, a person with human rights who has a right to full participation in all walks of life. This model is supported by disabled people today, and they believe the 'cure' to the problem of disability lies in the restructuring of society, for example according to the Disability Discrimination Act 1995, service providers, or employers are required to make 'reasonable adjustments' to their policies or practices, or physical aspects of their premises, are actually removing the barriers that disable. According to the Social Model of Disability, this means they are effectively removing the person's disability.

Recommendations:

1. It is essential that advisers operate within a social model of disability, not a medical model. Therefore there should be a "can do" approach as opposed to a "can't do" one.

2. We strongly recommend that the Department and the Careers Service should work more closely in partnership with specialist careers service providers, such as Action on Hearing Loss leading to mainstreaming this discrete service.

    - Ring-fenced funding to provide careers guidance for Key Stage 4 (plus Key Stages 3 and 5) and commission independent, external provision to ensure impartiality

    (Recommendation of UK Parliament, 2012/2013)

3. We also advise that, due to the success of the specialist careers guidance role that was developed by Action on Hearing Loss, this role should be mainstreamed. This would involve partnering this guidance post with the statutory Careers Service. This would ensure that an adviser with a high level of specialist knowledge and expertise in supporting deaf and hard of hearing service users could be accessed via the Careers Service. We believe that this would greatly improve the quality of the service provided to people who are deaf and hard of hearing.

    - A client of Action on Hearing Loss told us:

      "Roisin is great because she contacts deaf people to let them know what courses are available. I always wanted to do English and maths but I wasn't aware that there are free computer classes out there until Roisin told me. I would like to be a BSL tutor and doing these courses has given me more confidence. It is important that we have fully qualified interpreters and Roisin works with the colleges to try to organise this. If Roisin's service was not there I'd be bored, there would be communication breakdown and nobody to give me information".

A number of further practical recommendations for the FE/HE sector are listed below:

- Explore the use of SMS (texting) systems for communicating with service users
- Publish an email on promotional material and ensure emails are regularly monitored
- Consider establishing an online communication services booking system
- Install induction loop systems in all centres. This can either be a permanent fixture or a portable loop system
- Display a sign advertising the existence of the loop system in a place clearly visible to clients
- Ensure a ring-fenced budget for the provision of registered communication support
- Ask clients whether, and what kind, of communication support is required
- Ensure the information provided is accessible
- Involve deaf and hard of hearing people in producing accessible information
- Consider including key information on your website in video format with sign language translation and subtitling
- Provide all information in clear, plain English
- Provide all staff with deaf awareness training
- Consider training for staff in tailored work-related basic British or Irish Sign Language
- Provide training and a quick guide for staff on using Text Relay
- Provide training for staff on the use of induction loop systems

- Have policies and procedures in place that explain how to book communication support as and when required
- Inform all staff of the contact details for sign language agencies
- Ensure that feedback procedures are fully accessible to people who are deaf or hard of hearing, and promote them as such

Conclusion:

There are a number of very practical changes that could be made to the delivery of the Careers Service to improve its accessibility for deaf and hard of hearing people.

However, to ensure that deaf and hard of hearing people achieve long term success in their chosen field, we strongly recommend that the Department and the Careers Service should work more closely in partnership with specialist careers service providers, such as Action on Hearing Loss and assess the potential of delivering this discrete service from a mainstream resource.

Belfast Metropolitan College

Executive Summary

1. Belfast Metropolitan College is committed to the management of a high quality, forward thinking, careers education, information, advice, and guidance service. We are committed to delivering this service across all college campuses, to all its learners, in both further and higher education programmes of study. We work with students from pre-entry engagement, throughout the learner pathway, and onto ensuring appropriate progression routes upon completion of the student's programme of study.

2. In the delivery of this service we adhere to our college's strategic direction, to put the needs of the learner at the centre of everything that we do. To that end all careers, advice and guidance offered is on an impartial basis, with the aim of facilitating the individual to determine the optimal course of action for them and securing the most appropriate outcome.

3. This submission to the Committee Inquiry into Careers Education, Information Advice and Guidance in Northern Ireland has been developed by the Head of Learner Services in conjunction with the Head of Student Support in Belfast Metropolitan College.

4. The College firmly believes that CEIAG is an essential element in ensuring progression from post-primary education into further and higher education and ultimately employment.

5. Four key principles underpin effective CEIAG:

   - Careers Education - a planned programme in the curriculum that gives students the knowledge and skills for planning and managing their careers;
   - Careers Information – including learning options, skills, occupations, labour market information (LMI) and progression routes;
   - Careers Advice and Guidance – personalised help from specialist advisers to identify long-term goals and plan steps to attain them - these advisers to be appropriately qualified and receive ongoing CPD; and
   - Work Related Learning – experiences within and outside of the curriculum which help students learn about economic well being, careers and enterprise.

6. Recent research and policy developments at a UK level have implications for the development of CEIAG in Northern Ireland, including the creation of the National Careers Service, the 'Right Advice at the Right Time' framework and particularly legislation that includes a duty on schools in England to secure access to independent, impartial careers guidance for pupils aged 14-16 with a commitment to consult on extending the legal duty to 13-18 year olds.

7. A study commissioned by the UK College body, the Association of Colleges (AoC), found that a significant number of 14-16 year olds in the UK were unable to identify vocational routes, including Apprenticeships, BTECs and NVQs. This reinforces concerns in Northern Ireland about the availability of, and access to, full and impartial CEIAG particularly in relation of vocational, professional and technical routes into further and higher education and employment and the status of vocational qualifications.

8. Knowing what learning options are available – both academic and vocational – and how they lead to different jobs, and what the job prospects are is vital for making choices. Young people and adults need the right information at the right time.

9. Information and advice about learning and work can come from a variety of sources including parents, teachers, careers advisers, the internet, colleges, universities and other public services. Young people particularly value informal sources of advice. However, evidence

suggests that people from disadvantaged backgrounds are less likely to receive informal careers advice from family and social networks.

Summary of Recommendations

10. **A new legal duty to secure access to independent, impartial careers guidance** for post-primary pupils about the full range of 16-18 education and training options, including Apprenticeships. This impartial advice needs to be embedded within schools, to ensure that the information is received by all students.

11. **Information Sharing between Colleges, Schools and Careers Service**. Students who do not complete study programmes or progress from one programme to another or into employment should be provided with immediate careers advice and guidance. A central information set may be maintained under the Unique Learner Number (ULN).

12. **Information Sharing between Job Centres and Colleges**: Supporting the early re-engagement of the recently unemployed with alternatives is important. The online streaming of educational opportunities to the recently unemployed and their early engagement with the education process merits exploration.

13. **Professionalism and ongoing CPD for CEIAG staff, including join CPD with schools' staff**: The College has teams of well qualified CEAIG staff, operating to the national matrix Standard providing a well co-ordinated and integrated service. It is essential that CPD and sharing of best practice across the sector and with careers professionals in other settings is enhanced.

14. **The Global Dimension of CEIAG and Curriculum**: There needs to be a symbiotic relationship between curriculum, CEIAG and agencies external to the College such as Invest NI and Sector Skill Councils. Curriculum providers (including schools) need to be acutely aware of the relevance of their product to the national, international and global market and to constantly remain in step with changes within those markets; LMI needs to continuously inform curriculum development; staff development should support innovation and development; curriculum permutations should reflect industrial demand.

15. **Online Careers Resources**: While the Careers Service NI online CEIAG resources are useful they are also limited. Greater attention needs to be given to the presentation format of the web based information and to its target groups. Current materials tend to target school attendees while FE and HE cater for a much more extended age and experience range. It is important that on line resources are easily accessed; up dated with regard to LMI; contain useful instrumentation of for example CV writing, personal profiling, personality and job matching profiling and that all developed documentation can be exported to other source documents – in particular student Individual Learning Plans. Web resource should also be developed that allow learner to clearly see the relationship between their current qualifications and potential employment opportunities.

Background

1. Belfast Metropolitan College is the largest further and higher education college in Northern Ireland and the fourth largest in the UK. The College has a total of six campuses which are located within the Greater Belfast and Castlereagh Council areas. In addition, the College has an extensive Community Education Programme which is delivered in over 100 out centres across the city.

2. The College has long been recognized for the quality and range of the curriculum it offers. We continue to be proactive in reorganizing our course provision to ensure that our curriculum delivery is economically relevant, meets the needs of employers, and the demands of an ever changing national, global and technological labour market. In doing so we can be confident that we are providing the best opportunities for career development and progression that we can offer the community we serve.

3. We acknowledge that no learner can expect to be successful without correct and relevant information prior to entry, support on career opportunities during study and support on securing employment or a progression route towards the end of their studies. Consequently, the college has a careers information and guidance strategy that complements the curriculum delivery.

4. We believe that links between schools and colleges are essential in meeting the needs of learners who may otherwise fail to achieve progress from post-primary education and who will benefit from access to quality professional, technical and vocational provision. It is important to recognise that the College Curriculum offer for the 14-19 age group is very different from that within the post-primary sector and, given the investment in industry standard facilities and expertise within the College sector, will remain critical in the future. Reduction in funding for Vocational Enhancement may have an unintended consequence on individuals seeking to experience the College environment before the age of 16. This is often a key engagement with the College, in which learners often experience full vocational skills development for the first time.

5. Belfast Met believes that given the vast range of opportunities offered by the regional Colleges in terms of progression routes, professional, technical and vocational training and education, key skills and qualifications; and the experience of providing student support, particularly for 'at risk' learners that the colleges should be fully reflected in careers education, information, advice and guidance (CEIAG).

6. The College believes that we need to ensure all individuals make learning and career choices which are well-informed, so there is a supply of further education, work-based training and higher education which reflects individual, employer and labour market demand.

Provision of Careers Education Information Advice and Guidance (CEIAG) in Belfast Met

7. Belfast Metropolitan College Careers Information, Advice and Guidance team is comprised of four Careers Advisors who are directly responsible to the Head of Student Support for the provision of careers services across the College. All careers staff are appropriately qualified and hold the Post Graduation Diploma in Careers Guidance and are members of the Institute of Careers Guidance. In addition several staff have achieved specific guidance and counselling qualifications. Indeed, at the end of each academic a staff training needs analysis is conducted which ensures that staff skills, experience and expertise is appropriate and up to date. These training requirements are supplemented by our annual staff training conference, a number of industrial visits, placements and external conferences which, again, are available to staff on an annual basis.

8. Belfast Metropolitan College has successfully achieved the Matrix Quality Standard award for Information, Advice and Guidance services. This is a robust quality framework which consists of four elements which records and defines best practice in leadership and management, resources, service delivery and continual quality improvement.

9. In the most recent Matrix Review Report the Assessor identified a number of areas of significant strength. These were recorded as follows:

    a. The team are looking to influence more people across the College as they are committed and passionate about the support they offer.

    b. Evaluation of the service has been enhanced through the telephone follow-up survey of pre-entry clients.

    c. The team have outlined their values, these include impartially and respect for students, these are embedded in the careers policies and staff code of conduct, moreover students confirmed that they experienced these behaviours first-hand.

10. From September 2012, all schools in England will have a new legal duty to secure access to independent, impartial careers guidance for their pupils on the full range of 16-18 education and training options, including Apprenticeships. Schools will be free to choose how to meet this duty: it could mean purchasing high quality careers guidance services from the market, including from organisations delivering the National Careers Service. Pupils will also have access to the National Careers Service website and telephone helpline.

11. The new legal duty for schools will come into force in September 2012, applying to pupils in years 9-11. The Government will consult on extending this down to year 8 and up to age 18 for students in schools and colleges from September 2013.

12. Clause 66 of the Education and Skills Bill places a new duty on schools to provide 'impartial' advice to 'promote the best interests of the pupils concerned' and must not 'seek to promote, contrary to the pupils' best interests, the interests or aspirations of the school or of other persons or institutions'. The material provided to pupils must present them with 'a full range of options available in respect of 16-18 education or training and any other options available to them (at any age) in terms of career opportunities and must not unduly promote any particular options over any others'. The British Secretary of State will also issue guidance for schools once the Bill has received Royal Assent.

13. The British Government has asked OfSTED to carry out a thematic review of careers guidance to identify good practice and establish a baseline for future improvements in the quality of provision. This will report in Summer 2013. OfSTED school inspections of will consider the support that schools make available to give pupils a good understanding of all the options.

14. Belfast Met would make a number of points in relation to this that are relevant to the development of CEIAG in Northern Ireland:

    a. The UK guidance on Impartial careers Education acknowledges the current situation where CEIAG is often neither complete nor impartial;

    b. In the UK the guidance sets out clear expectations of schools in this regard and provides information about the help and support that is available;

    c. There is a need to demonstrate that schools are required to produce evidence of positive external; feedback from local partner organisations that they are working in partnership;

    d. CEIAG should be comprehensive and include information about all learning routes and local delivery models;

    e. Parents and carers can have the most influence on young people and it is essential that schools provide real opportunities for parents to understand all progression options.

    f. Colleges NI believes that a new legal duty on post-primary schools to provide impartial and independent CEIAG should include, the duty to provide information about:

        i. Apprenticeships – Given very low-levels of apprenticeships within Northern and comparatively the UK as a whole, it is essential that CEAIG about this flagship training programme that allows young people and adults to earn whilst they train is provided;

        ii. Courses offered by Further Education colleges, including the full range of professional, technical and vocational provision;

        iii. Higher Education programmes of study, including the unique HE in FE offering from the Colleges;

        iv. Funding for learning, including grants, loans and other awards.

Development of CEIAG Provision within Northern Ireland

15. The College believes that there are many opportunities for further development of the CEAIG provision. These include:

a. Information Sharing between Job Centres and the College: Supporting the early re engagement of the recently unemployed with alternatives is important. The online streaming of educational opportunities to the recently unemployed and their early engagement with the education process merits creative exploration. Options include - direct web links to the College's provision triggered through the" signing on" process.

b. Partnership between the Colleges, Schools, Higher Education and Industry. Such linkage would:

i. Inform Curriculum Managers on the employability potential of students progressing from College courses at all levels.

ii. Support the constant updating of staff knowledge and experience on current industrial practices thereby influencing course delivery methods, course contents and relevance to progression and employment.

iii. Support the development of College student knowledge and experience of industry by providing guest speakers; joint staffing of interview and job preparation panels; provision of work experience and placements.

c. Professionalism and ongoing CPD for CEIAG staff: Belfast Met has a team of well qualified CEAIG staff, operating to the national matrix Standard providing a well co-ordinated and integrated service. It is essential that CPD and sharing of best practice across the sector and with careers professionals in other settings is enhanced. Department of Employment and Learning should consider the re-introduction of funding to take this work forward, particularly in relation to the provision of information on funding options for students and the changes following the introduction of the universal credit and welfare reform.

d. Provision of Work Placements: Training provided under Training for Success and Apprenticeship NI requires trainees to have access to industrial placements. Industry in N Ireland is based on a small business economy; small employers are willing to provide placements but are increasingly reluctant to do so because of either the costs of funding the required insurance cover or the economic circumstances. Creative methods of supporting employers with this increased cost need to be found if Apprenticeship training and NVQ training are not to be severely curtailed.

e. Electronic Learning Plans and Electronic Personal Training planning conceptually the electronic learning plan is excellent. However, there is no one common system used in Northern Ireland. Belfast Met has purchase a 'state of the art' planning system a part of its virtual learning platform and believes that this approach could be explored as a shared service for the sector.

f. Student Motivational Support: Self-esteem is a significant factor underpinning achievement. Low self-esteem is often reinforced for those students who progress from secondary school with low achievement levels. Much of the work undertaken by College's is funded through qualifications. However building self-esteem does not need to be a qualified skill and a more flexible approach to funding may be explored that encourages motivational and confidence building activities.

g. Widening Participation – Increasing Access: This has two aspects

i. The College already has an effective admission system that this year incorporated Accreditation of Prior Learning (APEL) as a process of accepting highly skilled and experienced people into a broader range of Further and Higher

Education courses. This is effective for those who have work experience but not formal post-primary qualifications.

ii. Trainees who have qualified as apprentices and who wish to progress to the more academic vocational strands of HND / HNC / Foundation Degree programmes require the availability of a recognised bridging course due to the non-recognition of their NVQ Level 3 qualification as being suitable for supporting progression to Higher Education.

h. Online Careers Resources: While the Careers Service NI online CEIAG resources are useful they are also limited. Greater attention needs to be given to the presentation format of the web based information and to its target groups. Current materials tend to target school attendees while FE and HE cater for a much more extended age and experience range. It is important that on line resources are easily accessed; up dated with regard to LMI; contain useful instrumentation of for example CV writing, personal profiling, personality and job matching profiling and that all developed documentation can be exported to other source documents – in particular student Individual Learning Plans.

Belfast Metropolitan College - Additional submission

Executive Summary

1. Belfast Metropolitan College is committed to the management of a high quality, forward thinking, careers education, information, advice, and guidance service. We are committed to delivering this service across all college campuses, to all its learners, in both further and higher education programmes of study. We work with students from pre-entry engagement, throughout the learner pathway, and onto ensuring appropriate progression routes upon completion of the student's programme of study.

2. In the delivery of this service we adhere to our college's strategic direction, to put the needs of the learner at the centre of everything that we do. To that end all careers, advice and guidance offered is on an impartial basis, with the aim of facilitating the individual to determine the optimal course of action for them and securing the most appropriate outcome.

3. This submission to the Committee Inquiry into Careers Education, Information Advice and Guidance in Northern Ireland has been developed by the Head of Learner Services in conjunction with the Head of Student Support in Belfast Metropolitan College.

4. The College firmly believes that CEIAG is an essential element in ensuring progression from post-primary education into further and higher education and ultimately employment.

5. Four key principles underpin effective CEIAG:

   - Careers Education - a planned programme in the curriculum that gives students the knowledge and skills for planning and managing their careers;
   - Careers Information – including learning options, skills, occupations, labour market information (LMI) and progression routes;
   - Careers Advice and Guidance – personalised help from specialist advisers to identify long-term goals and plan steps to attain them - these advisers to be appropriately qualified and receive ongoing CPD; and
   - Work Related Learning – experiences within and outside of the curriculum which help students learn about economic well being, careers and enterprise.

6. Recent research and policy developments at a UK level have implications for the development of CEIAG in Northern Ireland, including the creation of the National Careers Service, the 'Right Advice at the Right Time' framework and particularly legislation that includes a duty on schools in England to secure access to independent, impartial careers guidance for pupils aged 14-16 with a commitment to consult on extending the legal duty to 13-18 year olds.

7. A study commissioned by the UK College body, the Association of Colleges (AoC), found that a significant number of 14-16 year olds in the UK were unable to identify vocational routes, including Apprenticeships, BTECs and NVQs. This reinforces concerns in Northern Ireland about the availability of, and access to, full and impartial CEIAG particularly in relation of vocational, professional and technical routes into further and higher education and employment and the status of vocational qualifications.

8. Knowing what learning options are available – both academic and vocational – and how they lead to different jobs, and what the job prospects are is vital for making choices. Young people and adults need the right information at the right time.

9. Information and advice about learning and work can come from a variety of sources including parents, teachers, careers advisers, the internet, colleges, universities and other public

services. Young people particularly value informal sources of advice. However, evidence suggests that people from disadvantaged backgrounds are less likely to receive informal careers advice from family and social networks.

Belfast Met Recommendations

The following expands on recommendations made by Belfast Met at the Inquiry into Careers Educaiton, informaion

10. A new legal duty to secure access to independent, impartial careers guidance for post-primary pupils about the full range of 16-18 education and training options, including Apprenticeships. This impartial advice needs to be embedded within schools, to ensure that the information is received by all students.

    a. School, particularly the post-primary sector, must have placed on them an obligation to ensure that all learners have information about not only academic routes, but also vocational routes at Level 2, Level 3 and Higher Education.

11. **Information Sharing between Colleges, Schools and Careers Service**. Students who do not complete study programmes or progress from one programme to another or into employment should be provided with immediate careers advice and guidance. A central information set may be maintained under the Unique Learner Number (ULN).

    a. A more strategic approach to information sharing needs to be developed between schools, Colleges, Universities and the DEL careers service; ensuring that learners are provided with accurate information about courses and career opportunities from those courses.

    b. Belfast Met would like to draw the committees attention to Skills Development Scotland; a web portal that brings together information about job opportunities in regions of Scotland and links these through to a unified directory of courses and training from all of Scotland's providers. http://www.skillsdevelopmentscotland.co.uk/

12. **Information Sharing between Job Centres and Colleges**: Supporting the early re-engagement of the recently unemployed with alternatives is important. The online streaming of educational opportunities to the recently unemployed and their early engagement with the education process merits exploration.

    a. Enhancing the point made above, the College believes that there is a lack of strategic information sharing between DEL Careers service sand the Colleges. This may provide an opportunity for a 'shared service', but at a basic level the College could supply course data so that a unified portal could be developed to help learners.

13. **Professionalism and ongoing CPD for CEIAG staff, including join CPD with schools' staff**: The College has teams of well qualified CEAIG staff, operating to the national matrix Standard providing a well co-ordinated and integrated service. It is essential that CPD and sharing of best practice across the sector and with careers professionals in other settings is enhanced.

    a. Belfast Met is a Matrix Awarded College. This standard should be expected in all schools and universities in Northern Ireland. More information on this award can be found at http://matrixstandard.com/. This standard ensures that any careers officers are correctly trained and informed, so that they may provide the best advice to learners.

    b. If the Matrix standard was a requirement or benchmark to draw funding from government, then it would ensure that all providers ensured that their staff, resources and information was of the highest quality and provided information for all types of learners.

14. **The Global Dimension of CEIAG and Curriculum**: There needs to be a symbiotic relationship between curriculum, CEIAG and agencies external to the College such as Invest NI and Sector Skill Councils. Curriculum providers (including schools) need to be acutely aware of the relevance of their product to the national, international and global market and to constantly remain in step with changes within those markets; LMI needs to continuously inform curriculum development; staff development should support innovation and development; curriculum permutations should reflect industrial demand.

    a. Belfast Met has operated a STEMS Matters event for school teachers to meet the industry with which the College already operates. The College offered this opportunity at its own cost, with no direct support from either DEL or DE. This simple event, ensures that teachers, not just careers teachers, are better informed about employment opportunities in Northern Ireland. A simple grant allocation to Colleges would allow this to happen across Northern Ireland and improve relationships with employer and between Schools and Colleges.

    b. The initiative above could be adapted from Primary Schools also, increasing awareness of careers and educational pathway from an early education.

    c. The College believes that the challenge of securing meaningful work places for young people will be addressed, to a degree, by the new Youth Employment Scheme (YES). However, a more strategic approach could be taken to work placements in Northern Ireland. One suggestion might be a centralised work placement agency, which acts on behalf of all learning providers to identify and secure work placements by sector and by region. This would rationalise the effort current carried out by post-primary, College and universities and would also provide a single point of contact for employers looking to provide placements. Such an agency could also actively encourage social enterprise placements, particularly in sectors suffering in the current economic circumstances.

    d. DEL has already sought the Colleges' engagement, through Colleges Northern Ireland, in order to develop the education provision component of the YES programme. Belfast Met welcomes this opportunity.

15. **Online Careers Resources**: While the Careers Service NI online CEIAG resources are useful they are also limited. Greater attention needs to be given to the presentation format of the web based information and to its target groups. Current materials tend to target school attendees while FE and HE cater for a much more extended age and experience range. It is important that on line resources are easily accessed; up dated with regard to LMI; contain useful instrumentation of for example CV writing, personal profiling, personality and job matching profiling and that all developed documentation can be exported to other source documents – in particular student Individual Learning Plans. Web resource should also be developed that allow learner to clearly see the relationship between their current qualifications and potential employment opportunities.

    a. The College would like to daw the committee's attention to Skills Development Scotland. TO our knowledge there is no one portal in Northern Ireland that provides the same level of integrated advice and guidance for people of all ages. This service could be developed in Northern Ireland by DEL or established as an NDPB and operate across the government departments.

The Chartered Institute of Marketing

Response submitted by Richard Houdmont, Director for Ireland, The Chartered Institute of Marketing ireland@cim.co.uk

1. **The Chartered Institute of Marketing (CIM)** is the largest professional body for marketing in the world. Our mission is to develop the marketing profession, and those working within it, for the benefit of economy and society.

2. Professional Bodies play a key role in the development of practitioners. They have the benefit of close relationships with industry and learning institutions bridging gaps between the two.

3. The Consultative Committee for Professional Management Organisations (CCPMO) are a collection of business and management related professional bodies, including CIM. Research undertaken by London Economics assessed the economic impact of these bodies and found that members of professional organisations achieve a 37% earnings premium and a 9% increase in the probability of being employed.

4. Because our qualifications, training and other development products are mapped against our professional standards, derived from industry, we can ensure that practitioners have the necessary skills for the job.

5. CIM provides a range of qualifications including:

   - Level 3 Introductory Certificate in Marketing,
   - Level 4 Professional Certificate in Marketing
   - Level 6 Professional Diploma in Marketing
   - Level 7 Chartered Postgraduate Diploma in Marketing

6. CIM's Introductory Certificate is underpinning the 16-19-market as an alternative route to degree via sixth-form study moving onto Foundation degree. This approach is also being used by some Further Education colleges in England to add value to apprenticeships and we will be working with them as a partner to move this forward.

7. Essentially anyone who has a marketing element to their studies, for example BTEC National – Business Studies/Apprenticeship programme has the potential to achieve our Level 3 marketing qualification concurrently. This had been piloted with one school and one group of apprenticeships (in England) and is now being rolled out to other establishments.

8. With schools/FE colleges the content of our Level 3 Introductory Certificate in Marketing almost mirrors the content covered within the BTEC qualification. So for a reduced rate of £100 the student is allowed discounted membership to CIM and the ability to submit the two assessments to obtain the Introductory Certificate in Marketing qualification. In addition to their BTEC portfolio they need to also complete:

   A one-hour online test to test the knowledge of marketing theory (*What is Marketing* unit). The pass mark for this is 65%. The test constitutes 50 multiple-choice questions.

   Evidence supporting activities within their BTEC portfolio for the additional learning outcomes that the Introductory Certificate in Marketing requires over and above the BTEC National. We then ask for a report to demonstrate how and why they behaved in terms of completing the organisationally based portfolio and a reflective statement on how the course has developed them in terms of employability and career choices.

9. Having the Introductory Certificate in Marketing has improved students' chances of entrance to university and enabled students to be clearer on the direction they wish to progress.

10. For apprenticeships there are several schemes where FE colleges are working with employers to become ready for work. At our recent Partners in Education conference in Manchester, representatives from Macclesfield College presented their Apprenticeship scheme which has been developed alongside McCann Manchester (an advertising agency) which uses the Introductory Certificate as one of the underpinning qualifications for apprentices to complete. This programme is now in its second year and all six of the students who undertook the apprenticeship in year one were taken on in permanent positions.

11. The Ireland Board of CIM are supporting DEL's Youth Employment Strategy and our Board member Christine Watson will be submitting evidence separately describing the practical support which she has given to YES.

Careers Advice

12. A survey of graduates was undertaken by The Marketers' Forum (a CIM Accredited Study Centre). They all graduated within the past ten years and have an average age of 26. Two thirds have secured what they describe as a 'proper full-time job'.

13. The statistics are revealing: 41 per cent of their sample say that now they're in the job marketplace they don't think their degree was enough preparation for the world of work. Almost a third, 31 per cent, would choose to do a professional qualification to secure the job they wanted either instead or as well as their degree.

14. The report concludes: "As the results have shown, 77 per cent of marketing managers dismiss the notion that a degree is always worthwhile regardless of where or what you study. Over a half, 53 per cent claim they do not look for a degree at all when recruiting young people….Many graduates look back at the career advice they received at school and university with dismay, over a quarter rating it as poor and seven per cent describing their school-based careers advice as atrocious."

15. Furthermore "Now that they are in the workplace 41 per cent of graduates say their degree was not enough preparation for the world of work. The preparation you need, without the debt, in less time than university and with a business-like approach to training and assessment, is possible through a professional qualification. As only nine per cent of graduates were aware of this route before they started university, most people don't discover the choices available to them and the benefits of the professional qualification route until they have already committed to a three year degree programme."

16. CIM does not have the resources to attend careers fairs at schools and if invited to attend will seek to recruit a volunteer member who will attend on our behalf. CIM staff can provide careers talks at University. Our career advice (for those wishing to develop a career in marketing) is delivered primarily via a special microsite (www.getin2marketing.com). The site provides advice not only for undergraduates but also school children, and provides advice for young people deciding whether or not to go to university.

17. Anecdotal evidence suggests that employers do not necessarily want to employ marketing graduates when filling a marketing role. For example an English graduate will understand narrative and creative writing. They can be taught marketing by taking a CIM professional qualification in due course. Some university marketing courses (for example the University of Ulster) wisely include creative writing in their marketing syllabus.

18. Based on my own experience of delivering marketing careers talks to undergraduates, it is clear that they need to be taught how to network, both on-line and offline. They need advice on how to get onto LinkedIn and how to use social media appropriately, in a mature business-like fashion. In effect students need to be taught how to market themselves.

19. In 2012 we launched our Multi Award Pathway programme. Essentially a APL scheme, we work with Institutions to map their degrees against our qualifications so that the students

gain both a degree and a professional qualifications in unison. Here's an example of a potential programme:

NB: other combinations may be possible

20. Whilst the Introductory Certificate is only Level 3 and so might be considered 'beneath' first-year undergraduates, there is some evidence to suggest that they are more likely to get work experience in the vacations of subsequent years because they have a professional qualification and are a studying member of CIM. They are demonstrating that they are 'serious' about gaining a career in marketing and so are a more attractive proposition to a potential employer offering work experience.

21. I believe that teaching the Introductory Certificate to non-marketing students could be a very valuable way to boost their career opportunities. For example it will not only help them to market themselves, but take for example an accountant or an engineer who also had (albeit at Level 3) a professional marketing qualification. That would be a much more attractive proposition to an employer because employees are frequently in a customer-facing position and will have a direct impact on business growth.

Confederation of British Industry

CBI Northern Ireland is an independent, non-party political organisation funded entirely by its members in industry and commerce. Across the UK, the CBI speaks for some 240,000 businesses which together employ around a third of the UK private sector workforce. Our membership stretches across the UK, including businesses from all sectors and of all sizes. It includes the majority of the FTSE 100 companies, some 200,000 small and medium-sized enterprises (SMEs), more than 20,000 manufacturers and over 150 sectoral associations.

CBI welcomes the opportunity to respond to the Employment & Learning Committee Inquiry into careers guidance. Delivering a world-class careers education, information, advice and guidance (CEIAG) service is vital to motivating our young people and raising standards, contributing both to their own career aspirations and broader social development, as well as contributing productively to the economy and society in general.

1) Investigate and identify any inconsistencies/issues in the delivery of CEIAG?

The duty to provide impartial and independent advice must mean that young people receive advice and guidance about all the options that are open to them. There is predominance amongst schools to focus on more traditional routes of learning and career development, such as A-levels and university, adding that there is a perception that only those with the lowest grades were given the option to undertake an apprenticeship. The perception that A-levels and university are the only routes to a successful career must be challenged. Through their involvement in the delivery of careers advice and guidance, business can help counter negative perceptions and make sure that careers advisors are aware of the job opportunities available and the range of entry routes open to all young people.

The consistency and quality of careers advice provided varies amongst the various careers service outlets. A more joined up approach across DEL Careers, schools careers office, FE/HE careers department is required to ensure that young people receive high quality, impartial advice that will ultimately delivery successful job outcomes. Young people need to understand the full range of routes open to them and the knowledge, skills and attitude they will need to access these routes. A concern for many CBI members is that too many young people are limiting career options by dropping key subjects at GCSE and A-level stage. More needs to be done to encourage more young people to establish their own business as a potential career option.

The local Internet information provided by various career services is very poor and does not reflect the modern tech savvy learner. In Scotland the “my world of work” careers website is an example of best practice which Northern Ireland should consider adapting. This web based service clearly link courses back to localized career opportunities.

The scale of the challenge in reaching our young people is significant, and much could be done to scale up existing links. Employers do recognise this, with over half of employers who are involved in delivering careers advice (60%) willing to play a greater role. However, there are various barriers in place to maximising this potential, including a lack of awareness from schools on the importance of links with business or on both sides how deep partnerships can go. For smaller employers in particular, an absence of a clear framework for involvement is a major barrier. Not least of all, there is currently no clear mechanism for coordinating links between businesses and schools[1].

Despite this importance, evidence suggests that careers advice and guidance has not being delivering results. Responding to the CBI/Pearson Education and Skills Survey 20121,

1 CBI/ Pearson, Learning to Grow: Education and Skill Survey 2012, June 2012

employers put improving careers advice among their top priorities for 14-19 education, with 4% of responding employers currently thinking that careers advice is good enough and 72% employers thought that careers advice and guidance must improve. The reasons for this are several: CBI data[2] found that careers advice is often irrelevant

and fails to inspire general careers awareness in young people. Other key shortfalls include advice that is not timely, information that is not grounded in the labour market and inaccurate or a complete absence of advice about vocational options. The negative impact this has young people's position in the labour market is clear. The consequences of poor careers information advice and guidance also carry a significant direct cost on the publicly-funded skills system, as a result of wasted provision.

2) Provision of CEIAG delivery in primary and post primary schools, further education and higher education– may include consideration of the role of CEIAG in the Curriculum, delivery of CEIAG resources available to deliver CEIAG via the education system and methods which may improve delivery?

There is a lack of understanding in the school sector about vocational and professional / technical routes. The primary focus is on University progression and no alternatives to post 16 provision are promoted. We regularly hear that grammar schools in particular, will often not allow Further Education college careers advisers to come and make presentations, even though Colleges can often provide a cheaper and more effective route to employment at Higher Education level. The primary reason is fear of losing post-16 learners to vocational programmes. So learners are not being encouraged to explore and understand all options.

We look to our schools to prepare our young people for the future and give them the skills and confidence to lead fulfilling and successful lives - that includes entering the world of work and developing productive and rewarding careers. Employers do not expect schools to produce job-ready employees by the time they leave secondary school but what they do expect is to be able to recruit young people with the right skills, capabilities and attitude for the work place:

- Good literacy and communication skills, including the use of IT
- Being able to work in a team, to solve problems, to communicate effectively, to understand how businesses work and the ability to manage their time
- A strong grounding in science and maths, particularly numeracy skills
- Access to a range of further learning options, whether academic, vocational or applied.
- Qualifications that are recognised, understood and valued by business

DEL careers service is impartial, but it is not a primary port of call for post-16 with mid to high academic attainment. The use of web based information by this cohort of learner is not fully understood and DEL is not adapting to this new type of demand, instead opting for telephone or waiting for personal contact.

Involving employers in the delivery of careers advice and guidance can help tackle problems, by grounding advice in the labour market to ensure that careers advisers have information that is up to date and relevant to young people. Employers can work with schools to meet their self-identified needs – this might mean showing the benefits that accrue from pursuing vocational routes such as apprenticeships, or the thirst amongst employers for people with STEM skills and the rewarding career pathways these skills open up. We explore the role of business in more detail below.

2 E.g. CBI, Action for Jobs – How to get the UK working, November 2011

3) Similarities and differences in Northern Ireland Careers Service provision between Urban and Rural areas, such as availability of Careers Advisers and accessibility to CEIAG

CBI members believe that better use of technology will mitigate against localized / rural variation and will ensure that a consistent and high quality service is being delivered for all.

4) The impact of the budget cuts on the delivery of CEIAG across Northern Ireland.

The current CEIAG model is expensive, given the very personal nature of this service. CBI believe that leveraging IT and learning from best practice of Scotland, who have created a website that caterers for target market of post 16. My world of work website delivers a user friendly website that provides case studies, videos and clear job outcomes for each course.

With 63,000 young people unemployed in Northern Ireland, young people must be a priority category for dedicated careers support. With almost 46,000, 16-24 year olds not in any form of education, employment or training (NEETs), NEETs cost the local economy approximately £250 million per annum. NEETs must be high priority for receiving careers advice and guidance in order to help them make the successful transition to work and / or training. Potentially disengaged, these young people will need tailored support to help them back into work and training and face to face contact will be an important component of this.

5) Assess the process of professionalization of those who deliver CEIAG, particularly in post primary schools & colleges including what training is available and how accessible it is

CBI members remain particularly concerned regarding the level of professional qualification of careers teacher. Careers staff should be well qualified and operate to the national matrix standard.

It is imperative that all careers staff within DEL, school, FE/HE commit to continuous professional development and remain up to date with qualification types, progression routes and future employment opportunities.

6) Report to the Assembly with full findings, conclusions and recommendations on how policies, procedures and practices can be improved in order to maximize the delivery of CEIAG to stakeholders to the benefit of Individuals, the Region and the Economy of Northern Ireland.

Careers Education, Information and Advice and Guidance (CEIAG) is an essential element in ensuring progression from education and ultimately employment. It is essential that pre-entry advice and guidance is objective and impartial. We conclude our report by highlighting some key recommendations for the delivery of CEIAG in Northern Ireland:

- More emphasis should be placed on data that shows the link between courses studied and employment outcomes, including salaries. More research is needed to provide important career information for prospective students and help them to make informed choices about courses.
- Students face a more challenging environment with fewer jobs and more competition. More emphasis needs to be placed on the importance of employability skills, as outlined above, as well as greater relevance of courses studied.
- It is essential that continued professional development and sharing of best practice occurs within careers professionals. Careers teachers in particular must achieve a minimum standard of qualification to ensure they can deliver high quality careers advice.
- The availability of accurate information on student destination, including employment outcomes and salary levels would inform careers staff on the relevance of course and qualifications in relation to employment
- Another key way of harnessing business involvement to improve careers advice and guidance is to improve the position of teachers who offer advice. This is so important because teachers are often the first port of call for many young people seeking advice

on course or subject choices. However, they may often have limited experience of the jobs market beyond the teaching profession, which necessarily places restrictions on the insight they are able to offer. In "Action for Jobs", the CBI recommended that, setting up a network of business exchange schemes, as part of teachers' on-going professional development, could go a long way to improving teachers' understanding and knowledge of the world of work. We envision that the proposed network of business-school champions would support the local organisation of these exchange schemes.

- Careers staff should be encouraged to undertake industry experience as part of their CPD to gain a fuller appreciation of business. This would help them to advise pupils on pursuing careers in business and the skills and qualifications that employers' value.
- Create a Northern Ireland version of "my world of work" careers website – government hosted but business-led in terms of content – to provide the majority of 'tech savvy' young people with relevant careers guidance.
- Careers service should provide young people with a full spectrum of all available options which should also include starting your own business, apprenticeship, school leaver programs led by business
- Involving employers in the delivery of careers advice and guidance. Many businesses are already actively involved with schools and colleges but this is on an ad hoc basis. CBI members would welcome a more consistent approach on how businesses can become involved in careers advice by
  - Appointing Academic/Engagement offices
  - Hosting school and college visits
  - Providing quality work experience
  - Hosting awareness days for parents and children on key priority sectors such as STEM
  - Providing teacher placement opportunities
  - Acting as role models to students

Business involvement is essential to achieving a step change in performance for careers advice. Employers are uniquely placed to provide advice that is strongly grounded in the labour market, and to be able to inspire young people about working life and all the options that are open to them. Business recognises this responsibility and is ready to do more. CBI welcomes the opportunity to engage further with the committee on our ideas and suggestions for reform of CEIAG.

CBI Northern Ireland
August 2012

Colleges Northern Ireland

24 August 2012

Executive Summary

1. Colleges Northern Ireland, as the membership body representing all six of Northern Ireland's regional Colleges of Further and Higher Education, welcomes the opportunity to respond to the Assembly Employment and Learning Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

2. CEIAG is an essential element in ensuring progression from post-primary education into further and higher education and ultimately employment.

3. Four key principles underpin effective CEIAG:

   - Careers Education - a planned programme in the curriculum that gives students the knowledge and skills for planning and managing their careers;
   - Careers Information – including learning options, skills, occupations, labour market information (LMI) and progression routes;
   - Careers Advice and Guidance – personalised help from specialist advisers to identify long-term goals and plan steps to attain them - these advisers to be appropriately qualified and receive ongoing CPD; and
   - Work Related Learning – experiences within and outside of the curriculum which help students learn about economic well being, careers and enterprise.

4. Recent research and policy developments at a UK level have implications for the development of CEIAG in Northern Ireland, including the creation of the National Careers Service, the 'Right Advice at the Right Time' framework and particularly legislation that includes a duty on schools in England to secure access to independent, impartial careers guidance for pupils aged 14-16 with a commitment to consult on extending the legal duty to 13-18 year olds.

5. A study commissioned by the UK College body, the Association of Colleges (AoC), found that a significant number of 14-16 year olds in the UK were unable to identify vocational routes, including Apprenticeships, BTECs and NVQs. This reinforces concerns in Northern Ireland about the availability of, and access to, full and impartial CEIAG particularly in relation to vocational, professional and technical routes into further and higher education and employment and the status of vocational qualifications.

6. Knowing what learning options are available – both academic and vocational – and how they lead to different jobs, and what the job prospects are is vital for making choices. Young people and adults need the right information at the right time.

7. Information and advice about learning and work can come from a variety of sources including parents, teachers, careers advisers, the internet, colleges, universities and other public services. Young people particularly value informal sources of advice. However, evidence suggests that people from disadvantaged backgrounds are less likely to receive informal careers advice from family and social networks.

Summary of Recommendations

1. **High quality CEIAG to inform their decisions, prior to joining a course, during a course and exiting a course** for all potential learners and their parents, guardians and carers because of the increased choice of education and training pathways available to young people,

the modularisation of the curriculum, the focus on employability and obtaining suitable qualifications in order that they can meet the challenge of the changing world of work.

2. **A new legal duty to secure access to independent, impartial careers guidance** for post-primary pupils about the full range of 16-18 education and training options, including Apprenticeships.

3. **Information Sharing between Colleges and Careers Service** Students who do not complete study programmes or progress from one programme to another, or into employment, should be provided with immediate careers advice and guidance.

4. **Information Sharing between Job Centres and Colleges**: Supporting the early re-engagement of the recently unemployed with alternatives is important. The online streaming of educational opportunities to the recently unemployed and their early engagement with the education process merits exploration.

5. **Partnership between Further and Higher Education and Industry**. Such linkage would:

   - Inform Curriculum Managers on the employability potential of students progressing from College courses at all levels.
   - Support the constant updating of staff knowledge and experience on current industrial practices thereby influencing course delivery methods, course content and relevance to progression and employment.
   - Support the development of College student knowledge and experience of industry by providing guest speakers; joint staffing of interview and job preparation panels; provision of work experience and placements.

6. **Professionalism and ongoing CPD for CEIAG staff**: All Colleges have teams of well qualified CEAIG staff, operating to the national matrix standard and providing a well co-ordinated and integrated service. It is essential that CPD and sharing of best practice across the sector and with careers professionals in other settings is enhanced. EGSA, under the Adult Learner Finance Project (ALFP), provided support to practitioners through:

   - An Advisory Committee consisting of representatives from the ELBS, FE and HE sector, DEL and other specific groups, such as Action on Hearing Loss. The main function of this forum was to take forward policy issues.
   - Annual Conference – this provided not only a networking opportunity but brought together guest speakers from a wide range of sectors to inform practitioners on current issues related to finance and financing learning.

   The Department for Employment and Learning should consider the re-introduction of funding for EGSA to take this work forward, particularly in relation to the provision of information on funding options for students and the changes following the introduction of the universal credit and welfare reform.

7. **Volunteering**: The exploration of how volunteering and student access to volunteering opportunities might be best managed.

8. **Provision of Work Placements**: Work placements are recognised as a key feature of appropriate careers guidance. It is essential that further work is undertaken with employers and CIEAG providers to ensure guidance and support on how to make work placements as worthwhile as they should be. Training provided under the egis of Training for Success and Apprenticeship NI requires trainees to have access to industrial placements. Creative methods of supporting employers with this increased work placement opportunities must be found.

9. **Electronic Individual Learning Plan (EILP)**: The EILP needs to support the importing and accumulation of student centred reflective experiences from a variety of contexts. These

include work experience, volunteering diaries; placement assessor's reports; career action planning; self-auditing and much more.

10. **Student Motivational Support**: Research needs to be undertaken to develop strategies for assisting Colleges to best manage low self-esteem in its students. This is a factor which contributes to course drop out and ultimately to the NEETS phenomenon.

11. **The Global Dimension of CEIAG and Curriculum**: There needs to be a symbiotic relationship between curriculum, CEIAG and agencies external to the College such as Invest NI and Sector Skills Councils. Curriculum providers need to be acutely aware of the relevance of their product to the national, international and global market and to constantly remain in step with changes within those markets; LMI needs to continuously inform curriculum development; staff development should support innovation and development; curriculum permutations should reflect industrial demand.

12. **Widening Participation – Increasing Access**: This has two aspects-

- Further work needs to be undertaken in mapping APEL as a process of accepting highly skilled and experienced but poorly qualified applicants into a broader range of Further and Higher Education courses.
- Trainees who have qualified as apprentices and who wish to progress to the more academic vocational strands of HND / HNC / Foundation Degree programmes require the availability of a recognised bridging course due to the non-recognition of their NVQ Level 3 qualification as being suitable for supporting progression to Higher Education.

13. **Online Careers Resources**: while Careers Service NI online CEIAG resources are useful they are also limited. It is important that on line resources are easily accessed; updated with regard to LMI; contain useful instrumentation of for example CV writing, personal profiling, personality and job matching profiling and that all developed documentation can be exported to other source documents – in particular student Individual Learning Plans.

14. **The Promotion of Employability**: Conceptually employability needs to remain within CEIAG but to be more prominently and pragmatically addressed. Progression requirements into industry are not confined solely to the acquisition of qualifications. Employers of all levels of applicants are placing significant weighting on wider employability issues.

Background

1. Colleges Northern Ireland (CNI) is the membership body representing all six of Northern Ireland's regional Colleges of Further and Higher Education - Belfast Metropolitan College, Northern Regional College, North West Regional College, Southern Regional College, South Eastern Regional College and South West College. CNI is happy to provide further oral evidence to the committee.

2. The sector and its 4,100 staff have a key role in raising the level of skills and competitiveness of Northern Ireland's workforce, making the Colleges central to the Executive's agenda for economic prosperity and competitiveness.

3. Northern Ireland's six regional colleges collectively deliver almost 180,000 enrolments annually across a broad range of learning opportunities for children still at school in the 14-16 and 16-19 age groups; and to school leavers and adults over a vast range of academic and vocational qualifications. Levels of study range from the basic skills needed to remedy disadvantage, through to professional qualifications and Higher Education degrees. Colleges offer students qualifications which offer clear progression pathways and which are relevant for the worlds of work. College provision meets the distinct needs of many different groups of learners through both full-time and part-time study, including:

- Over 155,000 professional, technical and vocational enrolments;

- Almost 7,000 Apprentices and Training for Success (TfS) trainees, and in addition Steps to Work programmes;
- 20% of all Higher Education provision for indigenous students studying within Northern Ireland (11,004 enrolments in the Colleges and 43,960 in NI HEIs);
- Support for 7,500 businesses though training and bespoke programmes and direct support including Business Improvement Techniques, Open Source Solutions, Rapid Prototyping, Mentoring, etc;
- Up to 120,000 hours of provision into the post-primary schools sector;
- Almost 25,000 Essential Skills enrolments (literacy, numeracy and ICT).

4. Links between schools and colleges are essential in meeting the needs of learners who may otherwise fail to achieve progress from post-primary education and who will benefit from access to quality professional, technical and vocational provision. It is important to recognise that the College Curriculum offer for the 14-19 age group is very different from that within the post-primary sector and, given the investment in industry standard facilities and expertise within the College sector, will remain critical in the future. The progression routes for 14-19 year olds are critical in tackling youth unemployment and the issue of NEETS and ensuring young people have access to opportunities to achieve higher level skills and employment.

5. CNI believes that given the vast range of opportunities offered by the regional Colleges in terms of progression routes, professional, technical and vocational training and education, key skills and qualifications; and the experience of providing student support, particularly for 'at risk' learners, that the colleges should be fully reflected in careers education, information, advice and guidance (CEIAG).

6. Northern Ireland would benefit from an agreed policy framework for 14-19 year olds, with guidance on collective targets and principles for the post-primary sectors; including engagement with colleges and other providers to ensure access to genuine high quality professional, technical and vocational education and training opportunities.

7. The links between Colleges and the economy are vital in ensuring that there is a continuous supply of well qualified, suitably skilled young people for the needs of local companies. Significantly, 70% of the current workforce will still be in employment by 2020, therefore, in a changing environment there is a need to both up-skill and re-train this cohort to make an effective contribution to the economy. This link is essential in meeting the focused demands in priority areas that have been identified as key economic drivers. Further strengthening these relationships may also provide much stronger progression routes for young learners from post-primary education into employment and attainment of higher level skills though professional, technical and vocational routes. There are a number of significant factors affecting the workforce in Northern Ireland:

- The need to re-train and up-skill the existing workforce;
- The skills deficits at Level 3, 4 and 5;
- The need to tackle unemployment, particularly youth unemployment and the issues of NEETS.

8. CNI believes that we need to ensure all individuals make learning and career choices which are well-informed, so there is a supply of further education, work-based training and higher education which reflects individual, employer and labour market demand.

9. Colleges NI recognise that employers do not believe that young people are in a position to make informed choices about their future careers choices (CBNI Education and Skills Survey 2012. 'Learning to Grow: what employers need from education and skills'). A recent CBI survey indicated that only 4% of businesses are confident careers advice is good enough and that 72% think that advice must improve.

Provision of Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland's Colleges

10. All of Northern Ireland's regional colleges offer professional CEIAG with dedicated teams of qualified staff and all are working towards or are accredited to the national Matrix Quality Standard; the unique quality standard for organisations to assess and measure their advice and support services, which ultimately supports individuals in their choice of career. The Matrix Standard is a national quality standard for organisations delivering information, advice and guidance services for learning and work. It is a robust framework, consisting of 4 elements, which define best practice: Leadership and Management, Resources, Service Delivery and Continuous Quality Improvement.

11. College Careers Service provide a range of services, including:

- One – to – one career guidance with all internal and external enquirers;
- Group CEIAG presentations;
- Development of CEIAG course programmes and curriculum enrichment;
- Management of all UCAS/CAO applications including the delivery of group UCAS information sessions;
- Work Related Learning and Skills Development and Employability Skills Development;
- Supporting the delivery of CEIAG workshops in feeder secondary schools;
- Management and delivery of interview preparation workshops;
- Presentations at Careers and Employment Fairs;
- Organisation of specific guest speakers – application to university / nursing / social work;
- Presentation to parents and young students who are in transition between school and College – in particular young people with diagnosed learning difficulties;
- Initiate College CEIAG curriculum projects;
- Analysis of student progression;
- Liaison with other providers of education and training in particular universities, other College of FE and Community Workshops;
- Maintaining contact with agencies that provide financial support;
- Working with various college and external sectors on new CEIAG developments;
- Liaison and joint delivery of CEIAG information sessions with Careers Service NI staff;
- Organisation of student attendance at UCAS Careers Fairs and University Open Days;
- Working membership of various College committees including the College's Student Admissions and HE Forum;
- Liaison with College Curriculum Managers and Heads of Schools.

12. In addition Course Teams also have CEIAG responsibilities, including:

- Organisation of guest speakers pertinent to the specific vocational area;
- Organisation of industrial visits;
- Where appropriate the organisation and management of work placements;
- Exploration, through one – to-one and group tutorial sessions, post course progression options with students;
- Liaison with College Careers Service.

13. Within colleges, the Principals and Senior Management have responsibility for:

- Promoting the value of CEIAG;
- Planning for coherence and progression across the CEIAG curriculum;
- Ensuring quality of provision;
- Allocation of adequate resources including time; and
- Monitoring, evaluating and reviewing the quality of learners' experiences and outcomes.

14. The function, location and accessibility to the College Careers Service is made known to all college students through the college prospectus and at beginning of year student induction. This is further reinforced through college student handbooks, course induction, posters, plasma screen information shots and Student Portal information on the college's intranet (Moodle and Blackboard). Appointments with College Careers Service staff may be made through e-mailing, telephoning or by dropping in to Student Services college areas.

15. The availability of the College Careers Service to meet with courses enquirers is publicised through the college's web site and college prospectuses. Contact may be made through e-mail, telephone or drop in. The College Careers Service is available during all college open periods.

16. The CEIAG delivery model across the colleges has a number of specific objectives:

- To provide one to one CEIAG to all individual enquirers and College groups;
- To support the embedding and delivery of CEI by College course teams;
- To integrate CEIAG into the College operational functioning and strategic development;
- Through liaison, to integrate the College Careers Service into the college's local and regional context.

17. Generally across the sector, evaluation of the College CEIAG delivery model by the Education Training Inspectorate (ETI) that quality of provision is good, well managed and resourced and that College Careers staff work well with course co-ordinators and course teams. However, the sector also recognises a number of key issues moving forward:

- Delivery of CEIAG to Community Education groups. The progression of students from education courses based in the community to main stream full or part time college courses requires further development;
- Development of MIS tools to support the delivery of CEIAG to students who are in danger of dropping out of courses;
- Further monitoring of Service users to inform Service development;
- Further promotion of the function and availability of CEIAG to all college students.

18. Further Education colleges have a strong commitment to ensuring their students are well-informed about the world of work and their options for employment, and student support services provide a range of high quality information and advice.

19. The sector has identified a number of key issues including:

- Recording of progression data post 16. This is currently piecemeal and difficult to co-ordinate accurately;
- Establishing a high quality standard of careers provision across the FE sector. Careers Service across the Sector to gain benchmarked quality standard;
- Establishing opportunities for appropriate training and CPD among careers advisers;
- Establishing transparency of progression to Higher Education from FE and HE courses;
- Establishing transparency of progression to and from Republic of Ireland;

- Inconsistency of service from DEL careers service depending on area and staff.

UK Context

20. In August 2010, the British Government introduced Next Step, providing careers information and advice to adults. For the first time, careers advice for adults became available through one, integrated service. Building on that experience, the British Government has introduced a new service – the National Careers Service – to make it easy for everyone to find accurate information about learning and work, with a helpline giving professional advice on making choices.

21. Many young people and adults can benefit from face to face guidance to help them plan their options and make career choices. Recognising the critical role that schools play in young people's lives, and the importance of achievement at school in laying the foundations for life and work, schools are being made responsible for securing access to independent careers guidance for their pupils. For adults, the National Careers Service will provide a face to face careers guidance service in a wide variety of places in communities. It will work in partnership with voluntary, community and other local organisations to help people get the support they need.

22. Industry also is taking a lead, forming a new partnership with the voluntary sector to inspire young people about their futures.

23. Some young people and adults need additional support. They may be unemployed, have low or no qualifications, or face other barriers to learning and work. Local authorities have a duty to provide appropriate support for people in these circumstances, and as part of the Youth Contract there will be personalised help for the 16-17 year olds at greatest risk of dropping out of education and training. Adults facing one or more of a range of specific barriers will be able to get extra face to face support from the National Careers Service.

24. Schools will have a legal duty to secure access to independent, impartial careers guidance for pupils aged 14-16. The Government will consult on extending the legal duty to 13-18.

25. Recent research commissioned by the UK College body, the Association of Colleges (AoC), highlighted a number of key issues about the awareness of vocational options among children studying for their GCSE's at a UK level – with 74% unable to name NVQ's, 81% unable to name BTECs, and 93% unable to name Apprenticeships as post-GCSE options. In addition 35% of children said that had not had enough advice on planning for a career.

26. Information and advice about learning and work can come from a variety of sources including parents, teachers, careers advisers, the internet, colleges, universities and other public services. Young people particularly value informal sources of advice, including family and friends. 82% of adults who subsequently engaged in learning said that the information and advice they received was influential in enabling this to happen and 69% who started a job after receiving informal advice & information (Impact Study of next step adult careers service (2007/08), Learning and Skills Council).

27. Evidence also suggests that people from disadvantaged backgrounds are less likely to receive informal careers advice from their family and social networks (as set out in Opening Doors, Breaking Barriers: A Strategy for Social Mobility).

Impartial and Independent CEIAG

28. From September 2012, all schools in England will have a new legal duty to secure access to independent, impartial careers guidance for their pupils on the full range of 16-18 education and training options, including Apprenticeships. Schools will be free to choose how to meet this duty: it could mean purchasing high quality careers guidance services from the market,

including from organisations delivering the National Careers Service. Pupils will also have access to the National Careers Service website and telephone helpline.

29. The new legal duty for schools will come into force in September 2012, applying to pupils in years 9-11. The Government will consult on extending this down to year 8 and up to age 18 for students in schools and colleges from September 2013.

30. Clause 66 of the Education and Skills Bill places a new duty on schools to provide 'impartial' advice to 'promote the best interests of the pupils concerned' and must not 'seek to promote, contrary to the pupils' best interests, the interests or aspirations of the school or of other persons or institutions'. The material provided to pupils must present them with 'a full range of options available in respect of 16-18 education or training and any other options available to them (at any age) in terms of career opportunities and must not unduly promote any particular options over any others'. The British Secretary of State will also issue guidance for schools once the Bill has received Royal Assent.

31. The British Government has asked OfSTED to carry out a thematic review of careers guidance to identify good practice and establish a baseline for future improvements in the quality of provision. This will report in Summer 2013. OfSTED school inspections of will consider the support that schools make available to give pupils a good understanding of all the options.

32. CNI would make a number of points in relation to this that are relevant to the development of CEIAG in Northern Ireland:

- The UK guidance on Impartial careers Education acknowledges the current situation where CEIAG is often neither complete nor impartial;
- In the UK the guidance sets out clear expectations of schools in this regard and provides information about the help and support that is available;
- There is a need to demonstrate that schools are required to produce evidence of positive external; feedback from local partner organisations that they are working in partnership;
- CEIAG should be comprehensive and include information about all learning routes and local delivery models;
- Parents and carers can have the most influence on young people and it is essential that schools provide real opportunities for parents to understand all progression options.

33. Colleges NI believes that a new legal duty on post-primary schools to provide impartial and independent CEIAG should include the duty to provide information about:

- Apprenticeships – Given very low-levels of apprenticeships within Northern and comparatively the UK as a whole, it is essential that CEAIG about this flagship training programme that allows young people and adults to earn whilst they train is provided;
- Courses offered by Further Education colleges, including the full range of professional, technical and vocational provision;
- Higher Education programmes of study, including the unique HE in FE offering from the Colleges;
- Funding for learning, including grants, loans and other awards.

Development of CEIAG Provision within Northern Ireland

34. **Information Sharing between Colleges and DEL Careers Service**: It remains important that students who do not complete study programmes or who do not progress from one study programme to another or into employment are provided with as immediate as possible careers advice and guidance. It is therefore recommended that information on such non-completing or progressing students is immediately shared with Careers Service NI so as to promote early contacting and CEIAG support. Shared information would be e-based.

35. **Information Sharing between Job Centres and Colleges**: Supporting the early re-engagement of the recently unemployed with alternatives is important. The online streaming of educational opportunities to the recently unemployed and their early engagement with the education process merits creative exploration. Options include - direct web links to local FE provision triggered through the" signing on" process.

36. **Partnership between Further and Higher Education and Industry**. Such linkage would:

- Inform Curriculum Managers on the employability potential of students progressing from College courses at all levels.
- Support the constant updating of staff knowledge and experience on current industrial practices thereby influencing course delivery methods, course content and relevance to progression and employment.
- Support the development of College student knowledge and experience of industry by providing guest speakers; joint staffing of interview and job preparation panels; provision of work experience and placements.

These developments would contribute to the broadening of the concept of LMI and develop a student centred experiential facet to LMI. It is suggested that this partnership between education and industry needs to be externally facilitated and managed – where expectations and outcomes are clearly defined and evaluated.

37. **Finance for adult learners**: This issue can be an obstacle to entry into, or progression in, education or training. While there is no scarcity of information and resources available on student finance, it falls short of what an individual needs, not least in light of current Welfare Reform and the introduction of a Universal Credit. Many adults entering education or training are on benefits and have concerns how entering this learning may impact on their current financial situation. Through individual 1-2-1 advice and guidance, the Adult Learner Finance Project (ALFP), helped steer adults through the complexity of the information available, interpreting it to the individuals' needs and personal circumstances. As a result these adults were able to make more informed decisions regarding their career options and were better equipped to understand the realities of undertaking the learning they needed to make the career choice a reality. In many instances this individual 1-2-1 advice and guidance proved to be the difference in retaining adult learners on further education provision.

38. **Professionalism and ongoing CPD for CEIAG staff**: All Colleges have teams of well qualified CEAIG staff, operating to the national matrix Standard providing a well co-ordinated and integrated service. It is essential that CPD and sharing of best practice across the sector and with careers professionals in other settings is enhanced. The Department for Employment and Learning should consider the re-introduction of funding for EGSA to take this work forward, particularly in relation to the provision of information on funding options for students and the changes following the introduction of the universal credit and welfare reform.

39. **Volunteering**: The creative exploration of how volunteering and student access to volunteering opportunities might be best managed. This is an extension of experiential LMI and is becoming significantly important to young people being able to acquire necessary experience and insight into employment and potential careers.

40. **Provision of Work Placements**: Work placements are recognised as a key feature of appropriate careers guidance. It is essential that further work is undertaken with employers and CIEAG providers to ensure guidance and support on how to make work placements as worthwhile as they should be. Training provided under the egis of Training for Success and Apprenticeship NI requires trainees to have access to industrial placements. Industry in Northern Ireland is based on a small business economy; small employers are willing to provide placements but are increasingly reluctant to do so because of the punitive costs of funding the required insurance cover. Creative methods of supporting employers with this increased cost need to be found if Apprenticeship training and NVQ training are not to be

severely curtailed. There should be greater planning and co-ordination to ensure the provision of quality work placements.

41. **STEM Careers Advice**: There is some evidence of disconnect between the many different stakeholders and bodies offering STEM related CIEAG. There is a need for further analysis to ensure closer collaborative working and better co-ordination of activities.

42. **Electronic Individual Learning Plan (EILP)**: Conceptually the EILP is excellent; structurally it is limited especially in the area of CEIAG. The EILP needs to support the importing and accumulation of student centred reflective experiences from a variety of contexts. These contexts include work experience, volunteering diaries; placement assessor's reports; career action planning; self-auditing and much more. In addition it needs to support the importing of externally generated documentation - for example data from SkillCheckLive and PathfinderLive careers software. It also needs to support the recording of dialogue between the student and his/her tutor. It is suggested that a review/restructuring of the current EILP needs to be undertaken.

43. **Student Motivational Support**: Self-esteem is a significant factor underpinning achievement. Low self-esteem is often reinforced for those students who progress from secondary school with low achievement levels. At a Province level good experiential intervention and research needs to be undertaken to develop strategies for assisting Colleges to best manage low self-esteem in its students. This is a factor which contributes to course drop out and ultimately to the NEETS phenomenon.

44. **The Global Dimension of CEIAG and Curriculum**: There needs to be a symbiotic relationship between curriculum, CEIAG and agencies external to the College such as Invest NI and Sector Skills Councils. Curriculum providers need to be acutely aware of the relevance of their product to the national, international and global market and to constantly remain in step with changes within those markets; LMI needs to continuously inform curriculum development; staff development should support innovation and development; curriculum permutations should reflect industrial demand. An immediate example being how can our current progressing students best exploit IT development in NI and equally how can our increasing trade with Asia and China be of use for career opportunities.

45. **Widening Participation – Increasing Access**: This has two aspects-

- Further work needs to be undertaken in mapping APEL as a process of accepting highly skilled and experienced but poorly qualified applicants into a broader range of Further and Higher Education courses.
- Trainees who have qualified as apprentices and who wish to progress to the more academic vocational strands of HND / HNC / Foundation Degree programmes require the availability of a recognised bridging course due to the non-recognition of their NVQ Level 3 qualification as being suitable for supporting progression to Higher Education.

46. **Online Careers Resources**: While the Careers Service NI online CEIAG resources are useful they are also limited. Greater attention needs to be given to the presentation format of the web based information and to its target groups. Current materials tend to target school attendees while FE and HE cater for a much more extended age and experience range. It is important that on line resources are easily accessed; updated with regard to LMI; contain useful instrumentation of for example CV writing, personal profiling, personality and job matching profiling and that all developed documentation can be exported to other source documents – in particular student Individual Learning Plans.

47. **The Promotion of Education on Employability**: Conceptually employability needs to remain within CEIAG but to be more prominently and pragmatically addressed. Progression requirements into industry are not confined solely to the acquisition of qualifications. Employers of all levels of applicants are placing significant weighting on applicant

employability. It is suggested that this needs to be addressed both by Careers Service NI and by educators across all age groups and education settings.

Colleges Northern Ireland - Additional submission

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19 December 2012

Basil McCrea MLA
Chair - Committee for Employment & Learning
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Dear Basil

Committee Inquiry into Careers Education, Information, Advice & Guidance (CEIAG) in Northern Ireland

Thank you for your letter dated 6 December 2012 in relation to Colleges Northern Ireland's briefing session with the Committee on 5 December 2012.

My Colleagues and I have reviewed our submissions in light of the feedback received at the Committee and I have attached an updated paper which details further information from the Further Education sector alongside our recommendations as to what changes could be made to improve CEIAG to pupils and parents.

I would like to thank you and the Committee for the opportunity to brief you on this very important issue and look forward to further engagement with the Committee in 2013.

Yours sincerely

Gerard Campbell
Chief Executive

Enc

The Association of Northern Ireland Colleges trading as Colleges Northern Ireland. Co. Registration NI. 033199. Registered Charity No XR35461.

Submission to the Committee for Employment and Learning

19 December 2012

Executive Summary

1. Colleges Northern Ireland (CNI), as the membership body representing all six of Northern Ireland's regional Colleges of Further and Higher Education, welcomes the opportunity to respond to the Assembly Employment and Learning Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

2. CEIAG is an essential element in ensuring progression from post-primary education into further and higher education and ultimately employment.

3. Four key principles underpin effective CEIAG:

   - Careers Education - a planned programme in the curriculum that gives students the knowledge and skills for planning and managing their careers;
   - Careers Information – including learning options, skills, occupations, labour market information (LMI) and progression routes;
   - Careers Advice and Guidance – personalised help from specialist advisers to identify long-term goals and plan steps to attain them - these advisers to be appropriately qualified and receive ongoing CPD; and
   - Work Related Learning – experiences within and outside of the curriculum which help students learn about economic well being, careers and enterprise.

4. Recent research and policy developments at a UK level have implications for the development of CEIAG in Northern Ireland, including the creation of the National Careers Service, the 'Right Advice at the Right Time' framework and particularly legislation that includes a duty on schools in England to secure access to independent, impartial careers guidance for pupils aged 14-16 with a commitment to consult on extending the legal duty to 13-18 year olds.

5. A study commissioned by the UK College body, the Association of Colleges (AoC), found that a significant number of 14-16 year olds in the UK were unable to identify vocational routes, including Apprenticeships, BTECs and NVQs. This reinforces concerns in Northern Ireland about the availability of, and access to, full and impartial CEIAG particularly in relation to vocational, professional and technical routes into further and higher education and employment and the status of vocational qualifications.

6. Knowing what learning options are available – both academic and vocational – and how they lead to different jobs, and what the job prospects are is vital for making choices. Young people and adults need the right information at the right time.

7. Information and advice about learning and work can come from a variety of sources including parents, teachers, careers advisers, the internet, colleges, universities and other public services. Young people particularly value informal sources of advice. However, evidence suggests that people from disadvantaged backgrounds are less likely to receive informal careers advice from family and social networks.

Summary of CNI Recommendations

The following recommendations are in addition to the original points which CNI made within the submission to the CEIAG Inquiry in August 2012. These additional recommendations support the evidence provided at the Committee session on 5 December 2012.

1. **It is essential that pre-entry advice and guidance is both objective and impartial**. The Department of Education should take the lead in placing a requirement on all schools to inform their students at Years 10, 12 and 14 in relation to the variety and wealth of opportunities that exist. This will include academic options and vocational routes at levels 2, 3 and Higher Education. This should be supported with input from the DEL Careers Service, colleges, training organisations and universities.

2. **There is a requirement to raise the overall quality of careers guidance**. All schools, colleges, training organisations and other bodies should be required to hold Matrix or other recognised and accepted forms of external accreditation. DEL could take a lead role in the implementation of this recommendation. If the Matrix standard was a requirement or benchmark to draw funding from government, it would go a long way to ensure that all providers made sure that their staff, resources and information was of the highest quality.

3. **Information Sharing between Colleges, Schools and the Careers Service**. Students who do not complete study programmes or progress from one programme to another, or into employment, should be provided with immediate careers advice and guidance. A central information set may be maintained under the Unique Learner Number (ULN). This will lead to a more strategic approach to the sharing of information between the relevant organisations and to ensuring that learners are provided with accurate, up to date information about courses and appropriate career opportunities. This should also support the colleges in developing more in-depth data collection and analysis using data collection templates that are agreed across the FE sector.

   DEL could take the lead in the implementation of this recommendation and could link it to the important issue of labour market information that demonstrates the links between courses studied, qualification outcomes and employment outcomes including salaries.

4. **Information Sharing between Job Centres and Colleges**: Supporting the early re-engagement of the recently unemployed with alternatives is important. The online streaming of educational opportunities to the recently unemployed and their early engagement with the education process merits exploration. There remains a lack of strategic information sharing between the DEL Careers Service and the Colleges. There is an opportunity for the development of a shared service, where Colleges could supply course data to enable a unified portal to be developed that would assist learners.

5. **The importance of learners achieving Essential Skills or good grades in a particular vocational area are not enough in today's labour market**. DEL and DE should work in partnership to promote personal and enterprise skills as compulsory elements of learner provision. Such an approach would strengthen the overall development of employability skills and give learners "the Edge".

6. **Prioritisation of CEIAG**. DEL and DE should work much closer together to prioritise the delivery of CEIAG within school and college curricula. This would link closely to the implementation of the CEIAG objectives as already detailed within the joint DEL/DE careers document "Preparing for Success". The implementation and delivery of the curriculum could also be monitored more closely against the set criteria.

7. **Structured liaison between schools, colleges and industry**. More efforts need to be given to establishing effective liaison processes between the education and industrial sectors in order to support information sharing, placement provision and industrial input into student employability activities. DE should take the lead in working with schools, whilst DEL should do likewise with the colleges. There needs to be effective sharing of best practice and approaches and ensuring

that DETI are involved at an appropriate level. This will help to ensure that work placements are as effective as possible. DEL and DETI should also work closely together to increase the availability of staff into industry CPD opportunities as this has a wider benefit for learners, staff and industry and supports the overall development of an industry relevant curriculum.

8. **All Colleges need to work closer together using online software to map learners' aptitudes to particular course choices**.

9. **Professionalism and ongoing CPD for CEIAG staff**. DEL and DE should take the lead in overseeing the provision of recognised professional training courses for current and future careers advisors including those staff within colleges and schools who hold careers advisory responsibilities. Both departments should also review their CEIAG sector delivery requirements on an annual basis and link this closely with the provision of staff development and training opportunities.

10. **Sharing of best practice**. This is an important element to ensuring that best practices are shared across both the DEL and DE departments, schools and colleges. The two departments should investigate the development of a CEIAG practice sharing website in addition to organising an annual conference or workshops which would focus on promoting and sharing of best practice in this area.

11. **Online careers resources**. We recognise that whilst the Careers Service NI online resources are useful, they are also limited. Much greater attention and focus needs to be placed on the actual presentation format of the web based information and to its target groups. Current materials tend to target school attendees while FE and HE cater for a much more extended age and experience range. It is important that online resources are easily accessed. Indeed, web resources should also be developed that allow learners to clearly see the relationship between their current qualifications and potential employment opportunities. This includes the potential for the development of the e Isla (electronic Individual Student Learning Agreements).

    CNI would also wish to highlight the reference that the CNI delegation made to the work that Skills Development Scotland have been taking forward. There remains an opportunity to follow the excellent example being taken forward in Scotland to ensure that learners in Northern Ireland can avail of a one stop shop that provides an integrated advice and guidance service. This is an opportunity that could be taken forward by DEL, with support from DE, and could be established as an NDPB, operating right across all government departments.

12. **Widening Participation – Increasing Access**. DEL needs to work with the colleges to imbed CEIAG into community engagement programmes. This should stimulate progression from community based education programmes to other FE and HE provision.

    - Further work needs to be undertaken in mapping APEL as a process of accepting highly skilled and experienced but poorly qualified applicants into a broader range of Further and Higher Education courses.
    - Trainees who have qualified as apprentices and who wish to progress to the more academic vocational strands of HND / HNC / Foundation Degree programmes require the availability of a recognised bridging course due to the non-recognition of their NVQ Level 3 qualification as being suitable for supporting progression to Higher Education.

13. **Funding issues**. DEL could take the lead in discussions with the colleges to address the funding anomalies with regards to Higher Education HND and HNC learners progressing to further HE study via university degree programmes.

14. **Progression to Institutions of Higher Education in the South of Ireland**: DEL needs to partnership the resolution of FE qualifications (BTEC Extended Diplomas, Higher National Diplomas, Higher National Certificates, Foundation Degrees, Access Diplomas) being deemed as acceptable progression qualifications to Institutes of Higher Education in the Republic of Ireland.

Council for the Curriculum, Examinations and Assessment

1. The Curriculum

1.1 In the statutory curriculum, as well groups of subjects known as 'Areas of Learning', emphasis is on the development of transferable skills in communication, using mathematics, using ICT, working with others and problem solving.

1.2 Although careers education or employability are not specified in the primary statutory curriculum, this is an important phase for children as they develop impressions of the world around them. 'The World Around Us' is an area of learning in the statutory curriculum at Key Stages 1 & 2. Developing in children an understanding of the world of work and at age-appropriate levels, introducing the concept of economy and business in the community is appropriate and should be encouraged.

1.3 Connecting learning is an important aspect of teaching and learning at all stages. Making learning relevant is critical. Teaching should help make connections for children between schoolwork and the broader context of community and economy.

1.4 In Key Stage 3 & 4 Learning for Life and Work (LLW) is part of the statutory curriculum. Education for Employability is part of LLW.

1.5 The objective of the school curriculum is to prepare children and young people to be contributors of our society, economy and environment.

1.6 At Key Stage 3 education for Employability has 3 main themes

- Work in the Local and Global Economy
- Career Management
- Enterprise and Entrepreneurship

1.8 Education for Employability is not intended to provide careers guidance. Rather, it helps build an understanding of local and global economies, develop transferable skills and gain knowledge about jobs and careers that exist within society. It is important that approaches to CEIAG complement this aspect of the curriculum and that provision is co-ordinated.

1.9 Employability aims to help young people develop awareness about options by exploring fields of work – locally and globally. It also helps them develop and understand their personal aptitudes and interests.

1.10 Timely, high quality, well informed careers advice and guidance should be age appropriate. Guidance should be designed to complement the curriculum experience and should be consistent within and between schools.

1.11 This guidance should be completely impartial and be centred on the needs of the individual. Society, and in particular patterns of employment and the nature and type of careers are changing and evolving quicker than at any previous time. Most young people entering employment today will have more than one career during their working life. Their ability to apply knowledge and skills in different contexts will be essential for success.

1.12 Personal skills such as working with others and problem solving, together with an appetite for lifelong learning need to be developed during school years. It is imperative that as well as contributing to society and economy, young people develop into adults, living healthy and fulfilling lives.

2. Key Stage 4 and beyond.

A number of elements support employability in Key Stage 4 and beyond.

2.1 The Entitlement Framework. This will provide access to a broad range of courses with clear progression pathways. There is a balance of General (academic) and Applied (vocational) qualifications that enable young people to study courses that are appropriate to their needs, abilities and aspirations;

2.2 GCSE English, Mathematics and ICT specifications have been revised to ensure that achievement at Grade C or above supports the development of the vital skills of Communication (literacy), Application of number (numeracy) and ICT;

2.3 A GCSE specification in 'Learning for Life and Work (LLW)' has been developed by CCEA to provide a 14-16 qualification that enables young people to prepare for and engage in career planning. 14-16 year olds are encouraged to reflect on the knowledge, understanding and skills they have developed and how these relate to the World of Work; particularly with the changing concept of a 'career', and the variety and scope of jobs available in an advanced economy;

2.4 CCEA has put in place a suite of qualifications under the title of 'Occupational Studies (OS)'. These are designed to support work-related learning at Key Stage 4 (14-16 cohort). OS provides opportunities for 'taster' courses introducing the careers dimension in a practical way. Currently over 7,000 learners are taking these qualifications

Council for the Curriculum, Examinations and Assessment - Additional submission

COUNCIL FOR THE **CURRICULUM EXAMINATIONS** AND **ASSESSMENT**

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Rewarding Learning

Interim Chief Executive: Richard Hanna

Chief Executive's Office

5 March 2013

Our ref: RH/pb

Basil McCrea MLA
Chairperson, Committee for Employment and Learning
Northern Ireland Assembly Committee for Education
Parliament Buildings
Ballymiscaw
Stormont
Belfast
BT4 3XX

Dear Basil

Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

Thank you for your letter of 14 February 2013.

Please find attached further information as requested.

Yours sincerely

Richard Hanna
Interim Chief Executive

Enc

Response to Committee for Employment and Learning: Improving CEIAG provision for pupils and parents.

The concerns aired at the committee drew attention to various issues facing schools as they go about the business of preparing young people for further/higher education and for employment. To summarise the concerns of the committee:

There is a perception that existing CEIAG provision has not resulted in optimum outcomes for pupils (as reported in the concerns of universities and employers). Are there, therefore, approaches that can be used by schools to improve those outcomes, particularly as regards the STEM agenda and the introduction of aspects of IT (computer science and programming) as distinct from ICT (user skills in a range of digital technologies)?

These concerns were further articulated in terms of the following issues which impinge on the delivery of successful CEIAG provision:

1. Variations in the way schools choose to deliver CEIAG: for example, the provision by some schools of discrete time for Careers classes, notably during Year 10.
2. The emphasis placed on CEIAG as a whole school priority, or otherwise.
3. The availability, within school staff, of teachers with appropriate expertise in providing advice and guidance in this area.
4. Access by careers teachers to industry/business placements.
5. Provision as part of initial teacher training which tends to focus on subject specialisms and does not include coverage of careers guidance expertise.
6. The lack of work experience opportunities within Northern Ireland.
7. Pervasive assumptions amongst parents and teachers about what constitute 'good' careers, and an associated under-emphasis on awareness of vocational routes.
8. Concerns over the best means to direct pupils towards learning that will prepare them for qualifications and in particular towards future careers in IT.
9. Concerns around the skills needed by job applicants to present their skills successfully and in a way that markets their abilities to potential employers.
10. Concerns about the currency of IT knowledge and skills among serving teachers, and the availability of appropriate IT skills in the teacher workforce.
11. Concerns about introducing aspects of IT skills to younger pupils.
12. The apparent contradictions presented by the inspection process, and headline statistics associated with literacy and numeracy, and delivering a 'broad and balanced' curriculum.
13. Perceptions of a lack of attention being given to primary science and IT, and the inclusion of science under the umbrella of the World Around Us.
14. The availability at primary phase of equipment, storage space, and opportunities for practical science, questions about the levels of teacher confidence in teaching practical science in the context of the primary classroom, and the intention to at the same time deliver a broad and balanced curriculum.

1. Variations in the way schools choose to deliver CEIAG: for example, the provision by some schools of discrete time for Careers classes, notably during Year 10.

The Northern Ireland Curriculum recognises the important differences between schools and allows schools the autonomy to decide where best to place emphasis, taking account of the specific needs of their own pupils. The curriculum does not preclude a school from treating any of these various issues. All of the concerns can be seen in various places within the existing curriculum: they are not missing or excluded and there is no barrier to schools delivering any or all of the desired outcomes under discussion.

The detail of this may be found in the documentation available online: For Primary Phase this is found within the booklet *The Northern Ireland Curriculum: Primary* available at: http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/northern_ireland_curriculum_primary.pdf

and for Post-Primary Phase, *The Statutory Curriculum at KS3:Rationale and Detail* available at: http://www.nicurriculum.org.uk/docs/key_stage_3/statutory_curriculum_ks3.pdf

How schools choose to make provision for CEIAG is part of their autonomy in this respect. They are at liberty to fit their arrangements to the needs of their pupils, providing that those arrangements meet the statutory requirements.

2. The emphasis placed on CEIAG as a whole school priority, or otherwise.

The effectiveness of particular aspects of provision within schools is dependent on the endorsement of senior management. Without clear leadership on particular developments, there is always a risk that aspects of the curriculum can come to be underemphasised. In an environment of many competing priorities it requires continuous vigilance on the part of senior management to ensure that all aspects of the curriculum are adequately delivered. The school improvement programme features several measures designed to support leadership in managing the range of provision such as school development planning, ESaGS and Together Towards Improvement.

3. The availability within the staff of teachers with appropriate expertise in providing advice and guidance in this area.

4. Access by careers teachers to industry/business placements.

5. Provision as part of Initial Teacher Training which tends to focus on subject specialisms and does not include coverage of careers guidance expertise.

These points focus on how to have serving teachers equipped with up-to-date information and knowledge so as to prepare their pupils for further study and for careers. There may well be scope in terms of Initial Teacher Training to provide for more specific coverage of knowledge and skills that relate to real-world applications of subject-based content. However, the structure of ITT courses remains a matter for the ITT institutions. The timetables of B.Ed. and PGCE courses are already congested, although it would be worthwhile to explore the possibilities for STEM related business/industry links to contribute in this arena.

It would be desirable for the continued development of closer contacts between schools and STEM business/industry to include extended placements for serving teachers. However, there would be significant cost implications in making available longer (one year) secondments that would be most beneficial in keeping teachers' understanding of workplace priorities current.

6. The lack of work experience opportunities within Northern Ireland, particularly in rural areas and at a time of economic contraction.

This is likely to remain problematic when considering how best to introduce young people to the world of work. It begs several questions about how work experience might be planned and delivered so that the learning pupils take away from their work experience more usefully informs their decisions about further study.

It may be that there is scope for having pupils engage in online activities that accurately model work situations where other opportunities do not exist. This would be one way of avoiding work placement experiences where pupils may be exposed to little other than 'back office' jobs that provide little insight into the workings of a business, or the skills required to succeed in a work environment.

There is also scope for the STEM business/industry links with education to develop closer ties between schools and local businesses, particularly in building more productive mutual understanding between the sectors.

7. Pervasive assumptions amongst parents and teachers about what constitute 'good' careers, and an associated under-emphasis on awareness of vocational routes.

The attitudes to the academic/vocational distinction that hold in Germany and the UK are longstanding and represent cultural differences that are not readily addressed through the mechanism of the curriculum. The value placed upon 'vocational' qualifications and careers remains a wider societal issue, and one that is arguably more evident in N. Ireland than elsewhere in the UK. There is a widespread lack of understanding about the range of current career opportunities and the likely patterns of employment that will characterise careers in the future. Public perceptions in N. Ireland still assume that 'good' jobs equate to the 'professions': medical doctors, lawyers, solicitors, architects etc.

Equipping young people with the skills that they will need to succeed in the rapidly changing employment environment is at the core of the aim and objectives of the N. Ireland Curriculum. That focus can be seen at various points: for example, in the focus on whole curriculum skills and capabilities (Communication, Using Maths, Using ICT and the Thinking Skills and Personal Capabilities), and in the sections of the 'big picture' documents for Primary and Post-Primary that set out the Learning Experiences and Attitudes and Dispositions. It is also part of the examples of real-world applications for the knowledge and skills given in the detail of the Key Elements for each subject strand at Key Stage 3.

The contributions from NAHT suggest that they are in broad sympathy with the aims of the curriculum, but experience frustration in the priority given to the headline concerns of literacy and numeracy, potentially at the expense of the other components of a broad and balanced curriculum. For example, it is through an emphasis on pupils' acquisition of the whole curriculum skills and capabilities that concerns about being prepared to speak in public, or self-presentation skills at

interview, as well as demonstrable skills in problem-solving, working with others, can best be addressed.

8. Particular concerns over the best means of directing pupils towards learning that will prepare them for qualifications and future IT careers.

9. Concerns around the skills needed by job applicants to successfully present their skills in a way that markets their abilities to potential employers.

10. Concerns about the currency of IT knowledge and skills among serving teachers, and the availability of appropriate IT skills in teacher workforce.

11. Concerns about introducing aspects of IT skills to younger pupils, and the associated challenge of making topics such as learning more about programming accessible for all pupils, that is, how to teach such skills in ways that make the subject attractive to pupils with a range of aptitudes and dispositions).

CCEA's ICT Accreditation Scheme at KS1 & KS2 (http://www.ccea.org.uk/primary_ict_accreditation/) has been very successful in advancing pupils' skills and experiences in using a range of software approaches. The difficulty facing schools is in choosing how to introduce the concepts of computing in age-appropriate ways. No education system has yet produced a definitive answer to this issue: it is not clear if the best choice is to introduce younger pupils to a programming language such as Python, or to focus on web-based solutions and offer an introduction to html, or some third alternative.

The aim is to have pupils understand the concepts that underpin any programming language, so that they can re-apply those concepts in any computing environment. Such concepts might include logical thinking, abstract reasoning and systematic analysis. This relates directly to the Thinking Skills and Personal Capabilities (TS & PCs). There is a close correlation between becoming a more skilful thinker and the kinds of thinking that are necessary and fostered by activities like learning to program.

If schools are to give time to this sort of activity they will have to ask: who can do this, and what will it replace? Ideally, pupils would acquire (for example) mathematical knowledge, understanding and skills at the same time as they are learning the basics of programming. Having pupils take several significant pieces of learning from a single experience is difficult to realise and requires careful lesson planning. If younger pupils are to be introduced to skills such as programming, caution should be taken to ensure that the age at which (and the intensity to which) programming is introduced for younger children encourages a desire to continue study in this area rather than putting them off. There is no convenient quick fix to bringing about such a desirable outcome.

The issues are more complex than merely 'putting it in the curriculum'; and it is not without significance that teaching as a profession has difficulty in recruiting people with skills in this area, since those skills are so much in demand and better rewarded elsewhere.

Representatives from NAHT also drew attention to issues associated with the availability of IT infrastructure: particularly in primary schools, and the challenges of keeping hardware and software current.

12. The apparent contradictions presented by the inspection process, and headline statistics associated with literacy and numeracy, and a 'broad and balanced' curriculum.

As the representatives from NAHT observed, it is easier to measure literacy and numeracy than less easily quantifiable qualities such as self-confidence, creative thinking, problem-solving and the range of other skills and capabilities that employers and universities are reporting they want to see. There is also the pressing concern with literacy and numeracy as the 'headline' outcomes that are compared in the international studies such as PISA, TIMSS and PIRLS. The paradox is that to make more rapid improvements in literacy and numeracy pupils need the insight into their own learning that comes from having a range of strategies at their disposal. This kind of 'learning how to learn' is part of the TS & PCs framework. If schools have the confidence to adjust their approach to include greater emphasis on the TS & PCs, then pupils can be equipped to become more independent learners. This has the potential to deepen the learning so that understanding is more than superficial recall, and is capable of being reapplied in new and unfamiliar contexts.

13. Perceptions of a lack of attention being given to primary science and IT, and the inclusion of science under the umbrella of the World Around Us.

14. The availability at primary phase of equipment, storage space, and opportunities for practical science, questions about the levels of teacher confidence in teaching practical science in the context of the primary classroom, and the intention to at the same time deliver a broad and balanced curriculum.

Schools are required to address science and technology at primary phase through the area The World Around Us (along with geography and history). Schools should offer experiences in science and technology through connected opportunities so that pupils can see the relevance of this subject in their everyday lives. The emphasis on content within science and technology has been shifted to allow greater flexibility for teachers to incorporate topics and themes that are more meaningful to learners. The shift in emphasis recognises development of skills through their infusion within contexts where pupils meet subject content and the TS & PCs at the same time. There has also been sustained attention given to using active teaching and learning approaches, which in turn reflects the STEM agenda and its recommendations.

There are case studies to showcase how schools have implemented The World Around Us, and accompanying progression grids and teaching resources, available on the NIC website at http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/the_world_around_us/ .

Pupils' experiences of Science and Technology should show them learning about how their lives will be impacted by these areas, as well as developing knowledge and skills for lifelong learning. Where schools have taken part in initiatives to engage with curriculum materials, the results have been overwhelmingly positive and show how the STEM recommendations, for example, and CEIAG can be addressed by implementing the existing priorities of the curriculum, including a central emphasis on the dimension of transferable skills (http://www.nicurriculum.org.uk/STEMWorks/).

To summarise—there is nothing about the curriculum *per se* that prevents any of the problems identified here from being addressed by schools; rather the questions revolve about capacity, space in the school day and expertise amongst staff within a school, as well as changing emphases, and how the education system in the broader sense can become more responsive to changing priorities such as the STEM agenda.

However, there are overarching concerns that constrain what the education system can reasonably be expected to deliver—in particular the well attested correlation between social deprivation and educational underachievement. Similarly, constraints apply in terms of the resourcing of education—that does not mean to imply that we should not seek to maximise the effectiveness of the money that is spent on education, but it remains a truism of the curriculum that 'if you want more of one thing to happen, necessarily there must be less of something else'.

Neither ought we to lose sight of the fact that education is about more than purely instrumental outcomes—we want school leavers to be equipped and ready to go on to higher education and/or employment, but we also want them to acquire the skills of lifelong learners and the grounding that will help them grow as individuals, as citizens, and productive members of the wider community.

Creative and Cultural Skills - The National Skills Academy

Creative & Cultural Skills' Response

20/08/2012

About

Creative & Cultural Skills supports the skills and training needs of the UK's creative and cultural industries. We deliver through our Skills Academy, a growing network of employers and training providers who are committed to the provision of high quality, industry-relevant creative education and training, apprenticeships and careers advice. We are licensed as a Sector Skills Council by the UK Commission for Employment and Skills. For further information, please visit www.ccskills.org.uk

Focus on Careers Education, Information, Advice and Guidance

Creative & Cultural Skills operates in a number of different areas, however one of our core strategic aims is to ensure that every young person in the UK has access to industry-endorsed careers advice and guidance, in order to help young people make the best choices about their futures.

As this is such a key area of our work in each of the four nations in the UK, we wished to share our programme of work with the committee, leading up to 2015. The six key research questions put forward by the Committee are not specific areas of expertise for Creative & Cultural Skills, however we feel that explaining our programme of work is still important to enable the committee to:

> *"Report to the Assembly with full findings, conclusions and recommendations on how policies, procedures and practices can be improved in order to maximise the delivery of CEIAG to stakeholders to the benefit of Individuals, the Region and the Economy of Northern Ireland."*

Creative & Cultural Skills works across an area of the economy which makes up almost 14,000 people in Northern Ireland, and contributes £593 million in Gross Value Added to the UK economy. The Department for Culture, Arts and Leisure Northern Ireland (DCALNI) has recognised the growth potential of the creative sector within Northern Ireland, and it is within this context that it is important to ensure an accurate supply of IAG for potential entrants to the sector.

Use of Labour Market Intelligence

An important part of the process of delivering accurate Careers Information, Advice and Guidance is the use of Labour Market Intelligence (LMI), to inform both careers advisers 'on the ground' and online services. Careers services should be accurately informed by statistical data which provides the most in depth detail on the labour force. For example, 53% of designers in Northern Ireland are qualified to at least level 4 (equivalent of foundation degree).[1] It is therefore of direct importance to careers advisors that young people know the risks associated with taking alternative routes towards a qualification in that field.

Within the creative and cultural industries in particular, there is a large proportion of self-employed or freelance activity. Therefore, careers advice in this area has to identify this challenge through the use of LMI, and make recommendations around what young people should be doing to equip themselves with enterprise skills and other key abilities to thrive. Online services should also make use of the most up to date statistical data available,

1 Creative & Cultural Skills, Impact and Footprint 2010/11 (2011).

including forecasting data which may look at the likely areas of expansion and replacement demand for roles in a number of sectors. The challenge for careers advice, both online and delivered in person, is making complex data relevant to the challenges facing young people in having choice.

Recommendation: *The Inquiry looks into the best practice use of LMI for careers IAG, including the use of Sector Skills Council data, Higher Education data and Further Education data.*

Giving young people a range of options

As an organisation, Creative & Cultural Skills believes in young people being given the tools to make an informed choice about their careers. To this end, it is important that career advisors have the tools to give young people knowledge on occupations, direct from industry sources. Creative & Cultural Skills has developed a range of websites for getting on, and getting ahead in the creative and cultural industries. Creative Choices, our flagship website, now receives over 80,000 visits a month. Crucially, the information and tools on this website have been developed either by, or with the creative sector. This allows information on careers and the workforce to be constantly updated with the latest insight from industry, rather than remaining unresponsive to change.

Online materials should not replace face-to-face careers services, but they are a vital tool in delivering in-depth knowledge and industry advice, particularly in situations when careers advisors are trained primarily to provide generic advice.

Recommendation: *The NI Careers Service should meet once a year with Creative & Cultural Skills and the other Sector Skills Councils, to update advisors on our careers IAG developments and build a greater understanding of job opportunities within our industries.*

Careers advisors should accurately signpost industry endorsed and developed resources that are available for young people in a variety of sectors. While it may be impossible to be a specialist in all careers areas, advisors should be able to have the tools to provide detailed information to learners.

Creative & Cultural Skills Careers Programme in Northern Ireland.

Alongside the online offer provided through Creative Choices, Creative & Cultural Skills has also committed to providing careers events and experiences, routed in the industry. In 2012-13, Creative & Cultural Skills will be delivering a series of 'Creative Choices' events which will see young people go into creative businesses and organisations to participate in workshops giving hands-on experience of different job roles within, for example, theatre, music, design. Overall, this will impact on 780 students during this financial year, and this is set to expand in numbers from 2012/13 through to 2015.

This type of practical, hands-on careers IAG is invaluable to inform a young person's education and career choices. NI schools and colleges host many 'careers fairs', which typically involve organisations such as Creative & Cultural Skills, large businesses and F/HE institutions 'taking a stand' for a day. These events have their place and offer a large range of choices for young people to consider; however, the quality of information which can be shared in that environment is extremely limited.

Activities such as the Creative Choices programmes of events enable schools to engage with businesses and organisations that they do not have the time or capacity to engage with directly and individually.

In periods of financial austerity, it is therefore important for schools to maximise the careers resources available through external organisations.

Recommendation: *Schools and colleges should take a pro-active approach to hands-on careers opportunities available to them through organisations such as Creative & Cultural Skills,*

charities, strategic bodies and government funded organisations, in order to maximise careers IAG for young people.

Department of Agriculture and Rural Development and CAFRE

Corporate and European Services Division
Central Management Branch

Cathie White
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Dear Cathie

Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

The following information explains how DARD/CAFRE deals with careers advice and provides an overview of the effectiveness of the careers advice provided to people who apply and enrol on its courses.

CAFRE has limited experience of the totality of careers advice provided to school leavers and is only in a position to make general observations based on its experiences.

CAFRE's role in providing careers advice

CAFRE through its three campuses at Enniskillen, Greenmount and Loughry promotes its programmes and careers in the agri-food industry through an outreach programme directed at those in education as well as potential career changers. CAFRE is supported in this work by the Sector Skills Councils (Lantra and Improve) and it works closely with the DEL Careers Service and schools to disseminate up to date information on educational programmes and career opportunities in the landbased sector.

CAFRE's portfolio of vocational educational programmes will facilitate entry to the industry from operative level (Level 2) through to managerial level (Level 7) in the following key disciplines:-

- Agriculture;
- Communications;
- Equine;
- Food;
- Horticulture.

If you have a hearing difficulty you can contact the Department via the textphone on 028 9052 4420

INVESTOR IN PEOPLE

CAFRE Outreach

CAFRE has a remit to provide suitably trained new entrants for the agri-food sector and to provide ongoing support to the industry through its lifelong learning programmes. To achieve this remit CAFRE has taken responsibility for the promotion of its programmes and provides careers guidance to young people and career changers to assist them make decisions about career choices.

CAFRE disseminates careers guidance to the following groups / methods:-

Schools

CAFRE staff work with careers teachers in schools and DEL careers advisers to keep them and school pupils informed about the range of careers options in the agri-food industry and the qualifications needed to enter those careers. Each school and DEL Adviser has a designated CAFRE Education Adviser who provides a range of careers services, including attending careers conventions, giving school talks and assisting with mock interviews for pupils thinking of entering the agri-food industry.

Each campus holds at least three Open Days annually where prospective students and their parents can talk to Course Managers about courses, entry requirements, course content and careers opportunities.

CAFRE Education Advisers participate in the STEM events organised by W5 and Sentinus, encouraging pupils to take science subjects by demonstrating the role of science in the careers in the sector.

Families of potential applicants and the wider community

CAFRE communicates the range of careers opportunities to parents and prospective students through press articles released to the local and farming press throughout the year featuring student activities and case studies of successful past students.

Careers professionals

CAFRE staff participate in DEL Continuous Professional Development Days, held at Greenmount Campus and use these as an opportunity to keep the Advisers up-to-date in relevant changes to courses and careers.

CAFRE Education Advisers also exhibit and deliver workshops at the Northern Ireland Schools Careers Association Annual Conference and attend careers conventions held by Business Education partnerships.

Providing work placement opportunities

CAFRE works with careers teachers to provide work placements on campus for pupils interested in a career in the agri-food sector.

Last year pupils from over 20 schools completed short work placements at CAFRE.

Syllabus Support

CAFRE has also used its resource to support schools in the delivery of GCSE and A Level science and science related subjects. These on-campus events allow pupils to see practical application of aspects of the syllabus in industry and show how their subject fits into careers in the land-based and food sectors.

This has been particularly significant at Loughry Campus with their ‘feed your mind’ event each June, attracting around 1,000 pupils each year.

CAFRE publications

CAFRE highlights the careers available in the land-based and food sectors and the courses available to enter those sectors through its publications and website. A Further Education and Higher education prospectus is produced each year and are made widely available through schools, DEL offices, careers' conventions and directly from the campuses.

Dissemination of programme outcomes

Former students are contacted six months after graduating to identify whether they are in employment, continuing in education or unemployed. This information forms part of the CAFRE annual report, and is also used to inform potential applicants about the career and employment opportunities for the agri-food sector.

Sector Skills Councils

The land based and food sectors as a whole recognise the importance of providing comprehensive career advice and guidance.

Lantra, the sector skills council for the land-based sector have devoted considerable effort to promoting the sector and have sections on their websites on careers opportunities and qualifications.

CAFRE staff have been working with Improve, the Sector Skills Council for Food and Drink Manufacturing, on a DEL and DARD funded initiative called 'Tasty Careers' to raise the profile of careers in the NI food sector to school pupils. An annual booklet is produced highlighting a range of case studies of young people working in the industry and young people from the industry act as Food Ambassadors and give schools talks. This initiative has been very well received by schools.

Provision of Careers advice to CAFRE students

CAFRE places considerable emphasis on student employability and all programmes aim to develop vocational competences on the development of vocational competences and transferable employability skills.

Further education students

All full time further education students complete a work placement unit which requires students to work in industry for a period of time.

Additionally, this unit requires students to identify the range of job roles available within the sector, complete a job search, write a CV, and practice interview techniques. This work is normally completed in advance of the period or work placement in industry. This gives the student an opportunity to develop their knowledge of the industry, to focus on a particular sector that interests them, research jobs in that sector, and identify the skill sets needed to work there.

Apprenticeships

Students completing Apprenticeships are required to cover Employment Rights and Responsibilities as part of their apprenticeship.

Employment Rights and Responsibilities covers industry knowledge, the range of possible job roles in the sector, careers information and advice as well as employment law and health and safety.

Higher education students

Most higher education students also complete a period of work placement. For students on Foundation Degree programmes a period in industry is an integral part of their programme.

For all other full time higher education programmes, students are encouraged to complete a period of time working in industry to broaden their experience and improve their employability.

Promoting industry awareness to all students

On the ground, CAFRE helps young people prepare for employment through a high degree of interaction with industry. In addition to work placement this involves:-

- The provision of a realistic working environment where students can develop the skills needed to work in the industry through working to industry standards in an environment similar to what they would encounter if employed in the sector;
- Visits to a range of businesses from across the industry;
- Bringing in industry speakers to talk to students to widen their awareness of the sector;
- Hosting events from professional bodies representing the industry to which students are invited;
- Holding sector specific careers days at each campus where potential employers have an opportunity to meet and talk with students about career opportunities and industry placements;
- Industry sponsored competitions e.g. food product innovation and participation in events such as the World Skills Competition;
- Competitive Industry Bursaries for higher education students, these are linked to the development of industry knowledge.

CAFRE Generic Careers Advice and Guidance

CAFRE was involved with the FE sector in developing a careers education information advice and guidance programme which has been rolled out across the campuses. This programme consists of a range of modules with the most appropriate ones being delivered depending on their level and the content of their programme.

General Comments on the quality of careers advice in schools

Based on CAFRE's experience in promoting programmes in schools, and on the feedback from those school leavers who apply to CAFRE, it is our view that the quality of careers advice in schools varies considerably. Specifically, in relation to land-based careers there appears to be a lack of understanding of the broad range of career opportunities.

Recommendations

CAFRE would welcome the provision of an enhanced and dedicated careers advisory 'service' provided by professionally qualified full time staff capable of providing independent advice to young people.

I would be grateful if you would bring the above to the attention of the Committee.

If you require any further information please let me know.

Yours sincerely

pp Joe Cassells
Departmental Assembly Liaison Officer

cc Stella McArdle, Clerk to the Committee for Agriculture and Rural Development.

Department of Education

Education
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AN ROINN
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29 August 2012

Dear Cathie

COMMITTEE FOR EMPLOYMENT AND LEARNING'S INQUIRY INTO CAREERS, EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

You will be aware that the Committee for Employment and Learning is undertaking an Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland and that the Committee invited the Department of Education to provide a written submission.

Please find enclosed a written submission from the Department of Education in response to this request.

Yours sincerely

VERONICA BINTLEY
Departmental Assembly Liaison Officer

[redacted]

INVESTORS IN PEOPLE

DEPARTMENT OF EDUCATION SUBMISSION

This submission has been informed by school based inspections by Education and Training Inspectorate and teams within the Department of Education. The Education and Library Boards have submitted a five board response at Annex A.

The purpose of education

The purpose of education is to assist our young people to fulfil their potential and prepare them for life and work in the 21st century. Young people will encounter a labour market where, to succeed, they may change career pathways more than once where they will need to be able to apply the knowledge, understanding and skills they develop throughout their education and where the industries of the future may not even exist today. It is of the utmost importance that they are supported to develop the knowledge, skills, attitudes and personal attributes they need to thrive in childhood and to go on to lead healthy and fulfilling lives as contributors to our economy and society and to have high aspirations for their futures.

The curricular experience for young people

Education will prepare pupils for this world through the opportunities presented by the revised Northern Ireland curriculum in

- offering, through the flexibility of the Entitlement Framework, equality of access to a broad and balanced range of economically relevant and engaging courses with clear progression pathways for all young people, regardless of where they live or the school they attend
- developing the cross-curricular skills of Communication, Using Mathematics, and Using ICT
- developing the thinking skills and personal capabilities of problem solving, self management, working with others[1].
- developing them as independent learners and thinkers supported by high quality Careers Education, Information, Advice, and Guidance
- keeping young people's options open at Key Stage 4 ensuring future pathways are not closed down too early and allowing more specialised choices post-16; and
- ensuring that all young people achieve to their full potential, especially in the crucial areas of literacy and numeracy.

[1] These are skills at Key Stage 4. At Foundation to Key Stage 3 the relevant skills are: Managing Information; Thinking, Problem Solving and Decision Making; Being Creative; Self Management; Working with Others.

Joint DE DEL Careers Strategy "Preparing for Success"

The Department of Education (DE) is committed to the continuous improvement of the quality of careers education in schools and is taking this forward through the full and continuing implementation of the joint DE/DEL *Preparing for Success: Careers Education, Information, Advice and Guidance (CEIAG) Strategy*. The Strategy, launched in January 2009, endorses the partnership model of careers guidance as the preferred model of provision for young people.

The challenge through the implementation of the CEAIG strategy is to enable learners to make informed career decisions leading to increased and appropriate participation in education, training and employment.

There are five main themes within the strategy

- Improving careers education
- Improving access to careers information
- Improving the provision of careers advice and guidance
- Improving quality
- Improving professional development.

The principal, supported by the school's senior management team and working with the board of governors, has primary responsibility for the school's ethos (which includes its focus on careers), the expectations it has of pupils, its teaching and curricular provision and the support the school provides to motivate pupils and provide them with opportunities to succeed.

Careers teachers in schools work in partnership with careers advisers from DEL to offer advice to young people on making appropriate and informed choices on pathways that lead to higher or further education, employment or training. How this will be achieved is set out in a Schools-Careers Service Partnership Agreement. The focus of the Schools-Careers Service Partnership Agreement is to provide a framework for joint support from schools and the Careers Service to enable all learners in post-primary education to develop their career plans and career decision making skills most effectively.

A complementary relationship is at work: schools are responsible for providing careers education and the Careers Service is responsible for providing impartial careers advice and guidance for schools. The partnership working arrangements aim to avoid duplication in services or provision for pupils. An integrated approach is essential for a pupil's effective career development.

Curriculum

Revisions to the curriculum in place across all grant-aided schools provide teachers with flexibility to introduce topics including CEIAG, and make connections between areas of learning in ways that may engage and enthuse young people more effectively.

Employability, a key theme underpinning the curriculum, aims to prepare all our young people for all aspects of life and work and to enable them to develop as confident and articulate individuals, able to play their full part in society and the economy.

Specific areas of learning (Personal Development and Mutual Understanding (PDMU) at primary level and Learning for Life and Work (LLW) at post-primary level) aim to enable all young people to prepare for and engage in age-appropriate career planning from primary school onwards.

At post-primary level, the Employability strand of LLW includes aspects of Career Management, which aims to help pupils to reflect on their own skills and self-development and to explore the changing concept of 'career' through various types of jobs. The concept of 'career' is moving away from the likelihood of 'a job for life' to the expectation that individuals will experience career changes. Career Management provides opportunities for young people to investigate future careers. It also teaches the importance of lifelong learning, self-marketing and effective personal career planning.

Young people need access both to up-to-date careers information and to impartial guidance. At Key Stage 3, although not making career decisions, young people are building on the activities which have taken place in primary school. They are expected to engage in and practice the career planning process which they are then able to apply at key transition points throughout their lives. Activities in Career Management should provide young people with opportunities to explore the potentially exciting work opportunities in the knowledge economy.

CEIAG in Primary Schools

Children learn about their world through a range of play environments, role play and interaction with adults. Through these and other experiences, they learn more about themselves and their interests and achievements. They also learn how to relate to others. These experiences form the foundation for learning about careers in ways that are entirely appropriate for the age and stage of development of the child.

The primary curriculum identifies a number of activities and outcomes that provide natural contexts for CEIAG. CEIAG will be an integral part of the learning, and, although staff will be aware of the CEIAG learning intentions, the youngest children in primary education are likely to see these as as a seamless part of their broader school experiences.

There are many opportunities, in the context of pre-school, foundation stage and Key Stages 1 and 2 for children to learn about the world of work, careers pathways and develop career related skills. CEIAG in these early stages is not about choosing a career, but helping children raise their aspirations and make connections.

Pre-school inspection evidence

A common theme observed by the Education and Training Inspectorate (ETI) in best practice in the early years is learning about "People Who Help Us". Children, through play activities and visits from parents and other people working in the school and the local community learn about a range of possible careers.

Teaching about careers begins at an early stage as the children are offered opportunities to develop knowledge and understanding about the various roles of people who work in their local communities. In the best practice the children are able to talk about, draw representational pictures and, as they get older, write about what they would like to be when they grow up.

Primary inspection evidence

In the best practice seen by ETI in the majority of primary schools inspected during 2010-12, the focus on CEIAG is within the overarching curricular objectives of developing young people as individuals and as contributors to society and to the economy and to the environment.

These objectives are, in the best practice, developed through a topic-based approach which contains elements of Personal Development and Mutual Understanding (PDMU), Citizenship, Cultural Understanding, Media Awareness, Ethical Awareness, Employability and Economic Awareness.

Key to all of these curriculum aspects is the development of Thinking Skills and Personal Capabilities. These are best developed not as 'stand-alone' lessons but integrated naturally into the children's activity-based learning.

CEAIG in Post primary schools

Careers provision in post-primary schools forms part of the statutory curriculum at Key Stage 3 where Career Management is a specific part of Employability within Learning for Life and Work (LLW). The statutory Minimum Content for Career Management states that, "Exploring Career Management provides opportunities for young people to investigate the changing concept of career and this will involve lifelong learning, updating knowledge and skills, self marketing and effective personal career planning."

Key Stage 4 provision builds on practice at Key Stage 3. The statutory Minimum Content for Employability at Key Stage 4 states that pupils should be enabled to "develop a personal career plan based on relevant information and guidance."

Taught, timetabled provision of CEIAG includes meaningful opportunities for progressive personal planning realistic and meaningful cross-curricular opportunities for developing employability skills and opportunities for planned relevant work – related learning experience.

Post-primary inspection evidence

ETI reports that in the best practice observed in post-primary schools the values and the ethos of the school and of the individual teachers are driven by a strong sense of social responsibility. The teachers have high expectations for the pupils and provide encouragement support and guidance to enable them to maximise their achievement.

Such schools demonstrate a high degree of commitment, flexibility and creativity in the design of the curriculum. Consequently they provide a suitably broad and balanced curriculum, particularly at KS4, which meets the ability and career aspirations of all of the pupils.

There is a clear vision and strong commitment to the rationale of the Entitlement Framework (EF) which is communicated effectively to all staff and is integral to its pupil-centred ethos. In this context, CEIAG is both a specific curriculum subject and provision which is integrated across all subjects. The provision of CEIAG is most effective when it is strengthened through equally effective provision for pastoral care and learning support.

The employability, personal development and citizenship elements of the LLW curriculum are well taught and develop for learners, the skills and capabilities to become resourceful, resilient and fulfilled individuals, effective contributors to society and adaptable and entrepreneurial members of the local and wider economy. In these schools the pupils are enabled to make informed choices regarding their career goals and progression pathways.

Pupils who are otherwise low-achievers or under-achievers, experience a coherent programme of learning which focuses both on their personal development and their

employability skills and includes a coherent range of accredited qualifications. In the best practice, careers education motivates them, reduces disengagement and raises their achievement.

In addition, an effective school provides individually tailored learning pathways for pupils with special educational needs, based on an effective review and analysis of provision within the EF and the systematic tracking of the progress and experiences of individual pupils.

Headline inspection findings across the post-primary sector

Inspecting CEIAG

Through inspection, ETI builds the capacity for self evaluation of CEIAG in schools, colleges and training organisations through organisational visits and inspection activities.

Prior to April 2010, the inspection of CEIAG by ETI was included in a sample of post-primary inspection reports and inspected in the context of care, guidance and support. From April 2010 in response to a request from the Minister, ETI inspected and reported on the quality of CEIAG in all **64** standard post-primary inspections, informed by a tailored set of CEIAG Quality Indicators (QIs) [2].

The indicators enable ETI to identify the quality of the provision, the quality of the leadership and management and the degree of impact on the pupils on a six point scale which ranges from *outstanding* to *unsatisfactory*.

Furthermore:

- In March 2010, ETI visited **22** post-primary schools to inspect the impact of a programme to promote CEIAG for Science, Technology, Engineering and Mathematics (STEM)[3]
- ETI undertook pilot visits to **11** schools in 2011-12 focusing on 32 LLW lessons
- In September 2011, ETI carried out a district Inspection focused on careers and transition planning in **eight** special schools.
- ETI also have a dedicated CEIAG focus in all Further Education and Training Inspections.

Headline findings

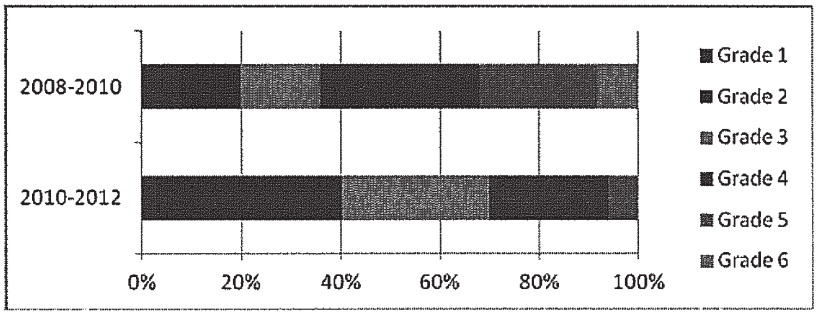
The evidence indicates that inspection has led to significant improvement in post-primary schools over the past two years.

The quality of work in CEIAG seen in nearly seven out of ten schools (68%), inspected since April 2010 was evaluated by ETI as good or better.

[2] Reporting on Careers Education, Information, Advice and Guidance (CEIAG) in post-primary schools. ETI, 2009
[3] An evaluation of the progress of the STEM CEIAG programme. ETI, July 2010

These figures show a marked improvement in quality and standards from the period 2008-2010 where CEIAG was evaluated as good or better in only 37% of post-primary schools. The percentage of schools evaluated as good or better has almost doubled in the period during which CEIAG was inspected in every post-primary inspection.

However, while the improvement is encouraging, it is from a low base and CEIAG remains an area for development across the sector as a whole. The quality of the provision remains satisfactory, or less, in almost one third (32%) of post-primary schools. It was satisfactory in one in four (25%) schools and less than satisfactory in a further 7%.



(Where Grade 1 is outstanding, Grade 3 is good, Grade 4 is satisfactory and Grade 6 is unsatisfactory)

Some important inconsistencies in CEIAG inspection grades emerge relating to the type of school.

While CEIAG was evaluated as good or better in 87% of selective schools (with only one school where it was seen to be less than satisfactory) the percentage evaluated as good or better is only 66% in non-selective schools.

While CEIAG is good or better in 91% of voluntary schools, this percentage is 76% in maintained schools and only 62% in controlled schools.

Additional Interventions

Schools receive delegated budgets to enable them to deliver all aspects of the Curriculum, including the PDMU and LLW areas of learning. However, it is acknowledged that the delivery of education for Employability, including CEIAG, through discrete timetabled lessons needs to be supplemented with whole-school programmes, tailored resources and special events with external agencies. In addition, teacher Continuous Professional Development is essential to enable teachers to better contextualise CEAIG within their subjects if it is to have a significant influence on pupils' initial careers thinking.

The Department of Education (DE) therefore provides annual funding to external bodies to enhance the teaching of Employability, including CEIAG. There is currently a particular focus on STEM (Science, Technology, Engineering and

Mathematics), including STEM CEIAG, following approval of the STEM Strategy 'Success Through STEM' by the NI Executive in March 2011. DE funded interventions include:

Education & Library Board (ELB) STEM CEIAG Group

The ELB STEM CEIAG group has been running for a number of years and delivers a wide range of STEM career activities which have benefited both pupils and teachers in promoting and raising pupils' awareness and aspirations in STEM-related careers through focused projects, activities and resources, capacity development and embedding STEM CEIAG within the school curriculum.

With regard to Teachers STEM Continuous Professional Development (CPD), approximately 1,000 teachers have participated in, and benefited from, these activities, which have included:

- on-line support packages for STEM teaching;
- delivery of a 'Sharing of Positive Practice' STEM conference;
- provision of a range of CPD courses in partnership with the National Science Learning Centre;
- targeted courses in technology;
- various 'Teacher Support' courses in STEM subject areas;
- training delivered by the Royal Society for Chemistry and the Institute of Physics for non-science specialist post-primary teachers; and
- specialist STEM interactive conferences and industrial visits.

Council for the Curriculum, Examinations and Assessment (CCEA)

CCEA has developed a range of specialist STEM curricular resources aimed at the primary and post-primary sectors to improve both pupils' and teachers' understanding of the connections between what is learned at school and the world of work enabling increased pupils awareness of non-traditional STEM related careers. These include:

- STEM Futures – a web-based resource, aimed at encouraging Key Stage 3 pupils to take-up STEM subjects at, and beyond, Key Stage 4 which includes STEM careers profiles. STEM-based posters, linked to 'STEM Futures' have also been produced which broadly cover the range of work that many STEM based businesses and industries are developing by investing in research, design and creative innovative technologies;
- CERN (the European organisation for nuclear research) – web-based videos for Key Stage 3 pupils to promote interest in, and take-up of, STEM subjects and STEM related careers;

- STEMWorks website – videos and teaching notes have been produced, through the use of case studies for a range of learning projects related to STEM;

- 'STEM Heroes' – STEM literacy comic produced to highlight and allow pupils to research real-life examples of 'STEM Heroes' in their local area;

- Key Stage 2 - 'Promoting STEM in the Primary School' – production of case studies and thematic units for primary schools, to improve both teachers' and pupils' understanding of the connections between what is learnt at school and the STEM world of work; and

- STEM Directory – production of a directory to allow teachers and pupils to access information on STEM-related businesses and organisations.

Young Enterprise NI (YENI)

YENI, a business and enterprise charity, delivers a portfolio of employability, enterprise and entrepreneurship programmes on behalf of DE engaging over 100,000 primary and post-primary pupils annually through the support of businesses and volunteers. A number of these programmes will enhance and influence pupils' careers thinking.

Sentinus

Sentinus deliver a range of innovative and exciting bespoke STEM enhancement and enrichment programmes to primary and post-primary pupils which enhance pupils understanding of potential STEM career opportunities. During 2011/12, Sentinus delivered over 60,000 pupil engagements on behalf of DE, reaching 91% of post-primary and 48% of primary schools.

Work Experience

While work experience is not a statutory requirement, pupils, particularly at Key Stage 4, are encouraged to keep careers options open. Work experience offers an important insight into the world of work.

DE provides annual funding to School Employer Connections (SEC) and Charter Work Experience (CWE) to facilitate delivery of work experience opportunities should schools wish to avail of their services. During 2011/12, these two organisations arranged nearly 12,000 work experience activities which took the form of work experience placements, class study visits, inspiration programmes and careers conventions. Some organisations, for example, Hospital Trusts, will only provide work placements via requests from SEC or CWE in order to minimise the administrative burden on the Trusts.

Business Education Partnerships (BEPs)

BEPs are voluntary organisations comprising staff from local schools, local employers and members of the business and wider community, who deliver exciting

business education activities for pupils. These include: STEM careers events; new and emerging STEM careers workshops; business insight and open days; and interview skills programmes.

CPD for Careers Teachers

It is appropriate and necessary, within the current budgetary context and in the interests of a joined-up approach to careers in schools, that careers teachers' qualifications do not duplicate the professional qualification attained by careers advisers.

In line with a commitment in the Preparing for Success careers strategy and in order to ensure that those staff involved in the provision of CEIAG are fully equipped with the knowledge, skills and expertise to lead, manage and deliver appropriate learner centred CEIAG, the Department of Education has commissioned the writing of four CPD modules to be rolled out to existing and new careers teachers to meet the specific needs of CEIAG staff in post-primary schools within the North of Ireland. The modules encompass the key knowledge and skills required of school staff to lead and manage CEIAG effectively.

Professional Support Service for Schools

It is the Education Minister's intention to move to a single schools development service, to be operational by 1 April 2013, which will facilitate and commission professional development pathways for all teachers regardless of the sector/phase in which they are employed.

In these circumstances, 2012/13 will be a transitional year and ELBs will be asked to work with DE to agree the operation of the new service which will subsume the existing CASS service and RTU as currently constituted.

The Department has invested some considerable effort in working up a design for the new service and its mode of operation, in the context of the Minister's drive to raise standards and the specific Programme for Government Commitments. Work is ongoing to identify current good practice and incorporate it into the new service design.

Resourcing the curriculum including careers

Under the Local Management of Schools (LMS) arrangements in Northern Ireland, the Board of Governors of every school receives a delegated budget to meet the on-going costs of running their school, enabling them to plan and use resources to maximum effect in accordance with their school's needs and priorities.

A Common Funding Scheme provides delegated funding to all grant-aided schools in Northern Ireland (other than Special schools or schools established in hospitals).

Controlled and maintained schools receive their budget shares through the Education and Library Board in whose area the school is located, while voluntary grammar schools and grant maintained integrated schools receive their funding through the Department.

Schools have always been responsible for the delivery of the statutory curriculum, and any associated costs are met from their delegated budget. This continues to be the case although following the outcome of Budget 2011-15, schools are required to deliver savings of some £90m in 2014-15 as a result of measures introduced to ensure that the Department remains within budget.

ANNEX A

The Education Boards' Submission to the Committee for Employment and Learning's Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The Education Boards' Curriculum Advisory and Support Service (CASS) supports Senior Leadership Teams (SLT) and Careers Education Information Advice and Guidance (CEIAG) teachers in the delivery of quality CEIAG programmes within schools to "*ensure that every learner fulfils her or his full potential at each stage of their development*", as envisaged by the Department of Education, and facilitates informed decision making by young people at key educational transition points. *'Every School a Good School: A Policy for School Improvement'* launched in April 2009 has, at its heart, an emphasis on raising standards in every school. It is the role of CASS to support schools in this process of school improvement.

1. Quality CEIAG CPD for teachers has contributed to high quality learning and teaching through the sharing of good practice, enabling schools to connect with business and industry within their local community and building effective leadership within CEIAG teams.

    a. CASS is aware of inconsistencies in the delivery of CEAIG in Post Primary and Special schools across the region due to differences in individual schools' interpretation of the Northern Ireland curriculum. However CASS Officers, through their work in Area Learning Communities (ALCs), have made Principals, members of SLT and CEIAG HoDs aware of their responsibilities in regard to CEIAG as laid out in the Department of Education/Department for Employment and Learning's '*Preparing for Success'* documents and the ETI Indicators of good practice (2009).
    b. Since the phased introduction of the Entitlement Framework at Key Stage 4 and Post 16 (an integral part of the Department's wider efforts to raise standards) there is a greater emphasis being placed on more effective CEAIG provision for all pupils by schools. This work has also allowed for the further development and support for CEIAG at Key Stage Three to ensure that pupils make an effective transition to Key Stage 4 and beyond.

2. The process of professionalization of those who deliver CEIAG in post primary and special schools.

    a. Historically, accredited training has been provided by all Education and Library Boards. In 2002 two programmes were developed by CASS in partnership with the University of Ulster and the Queen's University of Belfast and delivered by CASS officers to careers teachers across Northern Ireland. During the 3 year programme approximately 300 teachers achieved accreditation in CEIAG. A number of these teachers

then progressed to Post Graduate Diploma and Masters level courses of their own choice and with the support of their school.

b. With a reduction in core funding in the last few years CASS has been unable to continue to deliver accredited courses to CEAIG teachers.
c. In the 2011/12 academic year the Department of Education initiated the development of a proposed CEAIG CPD programme for teachers, which was led by CASS.
d. Non accredited CPD for CEAIG teachers is provided by CASS on an on-going basis. This has largely involved the attendance by CEAIG teachers at bespoke out-centre courses the most recent being linked to the extensive three year CEIAG STEM programme. CASS support for Careers teachers is also provided through their Area Learning Communities. The establishment of a Careers/CEIAG teachers' subgroup/cluster linked to a lead principal in each ALC has meant that support is tailored specifically to the common needs and individual requests of local Careers teachers, as identified in the annual ALC Implementation Plan. Evaluation of this training would suggest this is an example of an effective model of provision. This has allowed for the development and dissemination of good and innovative practice.
e. Schools identified by ETI, during the inspection process, as being satisfactory, unsatisfactory or inadequate within the area of CEAIG receive on going, targeted and intensive support.
f. The Education and Library Boards have historically supported the procurement of Careers Software delivered through C2K currently (a) Babcock's '11 to 19 programme 'Pathfinder Live', an online career guidance program offering job matching and interest profiling and Careersoft's 'Job Explorer Database' (JED) especially useful at Key Stage 3 Years 8, 9 and 10.

Department for Employment and Learning

FROM THE MINISTER

Department for Employment and Learning
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Our Ref: COR/291/12

30 August 2012

Dear Basil

Thank you for your letter of 5 July 2012, inviting the Department to make a written submission in respect of the Committee's inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

I enclose the Department's written submission and confirm that officials will be available to provide oral evidence if required.

Yours sincerely,

DR STEPHEN FARRY MLA
Minister for Employment and Learning

INVESTORS IN PEOPLE

[redacted]

COMMITTEE INQUIRY INTO CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) IN NORTHERN IRELAND

Written submission from the Department for Employment and Learning

Summary

Background

1. Effective careers guidance is a key issue for the Department for Employment and Learning and is addressed through a number of the Department's strategies including "*Success through Skills – Transforming Futures*" http://www.delni.gov.uk/success-through-skills-transforming-futures.pdf "*Pathways to Success*" http://www.delni.gov.uk/del-pathways-to-success-v6.pdf and particularly "*Preparing for Success*" http://www.delni.gov.uk/es/ceiag_pfs.pdf

2. *Preparing for Success* was launched jointly by the Department for Employment and Learning and the Department of Education in January 2009. This is an all age careers education information advice and guidance strategy which aims to develop effective career decision makers leading to increased participation in education, training and employment. Implementation is progressing well with over 50% of the 18 initiatives achieved to date. A formal review of the strategy is scheduled for 2014.

Provision in schools, further education and higher education

3. The Department of Education takes the lead in relation to the delivery of CEIAG in schools. Through partnership agreements with post primary schools, the Department for Employment and Learning's Careers Service supports the schools' careers education programmes by providing impartial careers information, advice and guidance.

4. In relation to further education the colleges have individual responsibility for the allocation of resources and the integration of CEIAG in the curriculum. The Department for Employment and Learning has funded the development of a shared electronic Individual Learner Programme (e-ILP) to ensure best practice in terms of learning plans for 16-19 year olds. The e-ILP incorporates components that are common across the FE sector, Examples include: Career Development, Learning styles; Employability and Entrepreneurial Skills; Personal Development, Skills Development; Pastoral Support; EMA entitlement; drafting Applications; and CVs. This system is now embedded within the college network.

5. The Universities in Northern Ireland are individually responsible for the delivery of CEIAG, and Queens University, University of Ulster, Stranmillis University College, and St Mary's University College each provide students with access to comprehensive CEIAG support.

Careers Service Provision between Urban and Rural areas

6. The Careers Service has 113 (102 full time equivalent) professionally qualified careers advisers based in Careers Resource Centres, JobCentres and Jobs and Benefits Offices across Northern Ireland (27 locations), who work with both young people and adults.

7. The Department's Careers Service has formal Partnership Agreements with 98% of post-primary schools. The ratio of careers advisers to post primary pupils is similar for all schools throughout Northern Ireland regardless of whether the school is in an urban or rural location. In the 2011/12 academic year the range of year 12 pupils per careers adviser was between 196 and 269 pupils. On average the ratio was 233 pupils per careers adviser. During this academic year 87% of year 12 pupils received one to one careers guidance.

Professionalisation

8. The Department's 113 careers advisers are all professionally qualified and participate in continuous professional development. They are all members of the Institute of Careers Guidance and subscribe to the Institute's code of ethics. The Careers Service is working towards Matrix accreditation by March 2013. Matrix is the external quality standard for organisations providing careers information, advice and guidance services.

9. FE colleges and universities are responsible for recruitment and development of their own careers staff. The Careers Services in Queen's University, University of Ulster and St Mary's University College are all Matrix accredited.

BACKGROUND

1. In 2006, the Department for Employment and Learning published "Success through Skills" the Skills Strategy for Northern Ireland. The strategy set out the Department's vision and priorities for skills. The related action plan included the development of an independent all-age Careers Education, Information, Advice and Guidance (CEIAG) Strategy. *"Preparing for Success"* was published jointly, in January 2009, by the Department for Employment and Learning and the Department of Education (DE). The strategy aims to develop effective career decision makers, leading to increased and appropriate participation in education training and employment and is scheduled for review in 2014.

2. An implementation report published in March 2011 highlights the progress to date against the 18 identified actions. The report was copied to the Committee in June 2011 and is available at http://www.delni.gov.uk/es/preparing-for-success-implementation-report-march-2011.pdf A further update was issued to the Employment and Learning Committee in July 2012.

3. Implementation of the Strategy is overseen by a Careers Steering Group which includes representatives from DEL, DE, Department of Enterprise, Trade and Investment (DETI), Education and Training Inspectorate, the Business Alliance, schools, colleges and universities.

4. The Skills Strategy was reviewed in 2011 and "Success through Skills - Transforming Futures" also recognises, amongst other things, the importance of effective careers information and in particular labour market information. The Careers Service is taking the lead on the "Harnessing Labour Market Information" Project. The project team is currently examining ways by which high quality labour market information, including

current and forecasted future employer demands and future trends, is made more accessible and useful to all, including careers advisers, careers teachers, parents, the unemployed, job changers and school leavers. This project will help to provide a better link between qualifications and skills and the needs of the economy. The overall aim is to improve access to clear and up to date information on current and future labour market trends, in a way that is meaningful for end users.

5. In June 2012 the Department launched *Pathways to Success* which is designed to address the issue of young people who are Not in Education, Employment or Training (NEET). The Careers Service has a key role to play in supporting these young people to develop effective career plans and signposting them to provision that meets their needs. To that end, the Careers Service has committed to case manage those young people aged 16 and 17 who drop out of provision or do not have a positive destination when they leave school. In addition, work is underway to improve the flow of information between schools and the Careers Service to help identify young people at an early age who are at risk of becoming NEET.

Provision of CEIAG delivery in primary and post primary schools, further education and higher education– may include consideration of the role of CEIAG in the Curriculum, delivery of CEIAG resources available to deliver CEIAG via the education system and methods which may improve delivery.

6. The Department of Education takes the lead in relation to the delivery of CEIAG in schools. Through partnership agreements with post primary schools, the Department for Employment and Learning's Careers Service supports the schools' careers education programmes by providing impartial careers information, advice and guidance.

7. In relation to further education, in line with FE Means Business, the Department's curriculum policy is based on quality and clear progression routes for all learners. The policy has also been developed to ensure that, through their curriculum offer, further education colleges achieve an appropriate balance between provision that strengthens economic and workforce development, enhances social cohesion and advances the individual's skills and learning. The curriculum is moving towards higher proportions of courses that are accredited and are in the Departmental priority skills areas.

8. While the Department sets the strategic direction for the Further Education Sector in Northern Ireland, each College is responsible for its own curriculum offer. Colleges are responsible for their own CEIAG provision and we understand that Colleges NI and individual colleges will be responding separately to the inquiry.

9. To ensure best practice in terms of learning plans for 16-19 year olds the Department has funded the development of a shared electronic Individual Learner Programme (e-ILP) This system is now embedded within the college network.

10. Research has been carried out on the "Further Education (FE) experience" of 16-19 year olds in terms of their induction to college, and how to ensure that students' individual programmes of learning are designed to meet their future needs and aspirations. This has led to a process whereby an Individual Learner Programme (ILP) is agreed with each 16 to 19 year old as part of the enrolment and induction process. This is used by students and by college staff to plan and monitor progress against individually tailored programmes of learning.

11. The different processes and systems used by colleges to enrol and plan learning have been developed into a shared electronic Individual Learner Programme (e-ILP). The e-ILP is being supported by a new IT system that links to colleges' existing Virtual Learning Environments (VLEs) to ensure best practice in terms of learning plans for 16-19 year olds.

12. The e-ILP incorporates components that are common across the FE sector, examples include: Career Development, with links to Careers Education information and advice (CEIAG); Learning styles and how they are identified; Employability taking in knowledge and experience of local employment market/employers and entrepreneurial skills (self employment opportunities), using FE – employer links and college business incubation opportunities; Personal Development, progress, review and action planning; Skills Development; Pastoral Support; EMA entitlement; drafting Job or Further/Higher education Applications, and CVs etc.

13. The universities in Northern Ireland are responsible for the delivery of CEIAG within their own institutions. University provision of CEIAG is detailed in Annex A.

Similarities and differences in Northern Ireland Careers Service provision between Urban and Rural areas, such as availability of Careers Advisers and accessibility to CEIAG services.

14. The Careers Service is an integral part of the Department for Employment and Learning and provides an impartial, careers information, advice and guidance service to clients of all ages and abilities throughout Northern Ireland. This service is available to everyone whether they are employed, unemployed, in training or in education, including students in schools and further and higher education.

15. The Careers Service has formal Partnership Agreements with 98% of post-primary schools. The overall aim of the Partnership Agreement is to establish a framework to ensure all learners in post-primary education have access to high quality, impartial careers information, advice and guidance (CIAG) and to enable learners to become effective career decision makers.

16. The Partnership Agreement details information sharing arrangements and Careers Service provision, including the offer of group work and one to one guidance for all pupils in years 10 to 14. The Careers Service works with schools to identify at an early stage young people at risk of disengagement. The Department for Employment and Learning is working with the Department of Education to examine how access to impartial careers guidance can be increased, particularly at the key decision stages at years 10 and 12.

17. During the 2011/12 academic year:

- 20,757 (87%) pupils out of a total year 12 cohort of 23,751 , received one to one careers guidance; and

- 12,627 (52 %) pupils out a total year 10 cohort of 24,237, received careers guidance interventions supporting subject choice, transition planning etc.

18. The Careers Service has 113 (102 full-time equivalent) professionally qualified careers advisers spending approximately 60% of their time in schools. The ratio of careers advisers to post primary pupils is similar for all schools throughout Northern Ireland regardless of whether the school is in an urban or rural location. Analysis of the current year 12 cohort (2011/12 academic year) highlights that the range of pupils per careers adviser is between 196 and 269 pupils. On average the ratio is 233 pupils per careers adviser.

19. In addition to delivering services within the school setting, careers advisers are based in 27 locations throughout Northern Ireland. This includes JobCentres, Jobs and Benefits offices and the two Careers Resource Centres located in Richmond Chambers, Londonderry and Ann Street, Belfast. Careers Resource Centres provide customers with a drop-in facility without the need for a pre-arranged appointment allowing services to be delivered more tailored to individual needs. A further Careers Resource Centre has also been established at Thomas Street, Dungannon to pilot this type of service delivery in a rural setting.

20. The Careers Service also provides access to web based services at www.nidirect.gov.uk/careers. To increase accessibility to careers guidance for all customers, the Careers Service has worked in partnership with nidirect to revise and update the Careers website. The website provides a range of information on education and training, career planning, careers events, information on occupations and future labour market trends. The site also offers a number of career matching software tools to enable

users to match their interests and abilities to jobs, while researching over 1800 job titles.

21. In addition, a single contact telephone number was introduced in 2011, to make it easier for customers to contact the Careers Service. This number is managed by nidirect and is widely promoted by careers staff through marketing materials, and during presentations at events, class talks etc.

The impact of the budget cuts on the delivery of CEIAG across Northern Ireland.

22. Table 1 below details the Careers Service budget over the current CSR period.

Table 1

	2011/12	2012/13	2013/14	2014/15
Programme	1.265m	1.265m	1.265m	1.265m
Staffing Costs	5.102m	5.023m	5.066m	5.108m

23. The Careers Service underwent budgetary reductions as part of the overall DEL efficiency programme. Between 2010/2011 and 2011/12 this was in the order of £71K. In order to maintain frontline provision, this was taken from the programme budget, therefore staffing expenditure was unaffected.

24. However, the Careers Service contribution to the Departmental efficiency plan was in the form of non-cash releasing, productivity gains secured by increasing the level of service to clients within existing staffing levels.

25. Table 2 below demonstrates the increase in client interviews for both young people and adults between 2010/11 and 2012/13.

Table 2

	2010/11	2011/12	% increase
Young People	34,801	36,971	6%
Adults	8,677	15,692	81%

26. The figures above demonstrate a substantial increase in the number of adult interviews which have taken place in the last two years. Interviews with young people have also increased during this period.

27. This is as a result of raising awareness of the services available through: increased marketing; closer working with Employment Service colleagues to ensure appropriate referrals; and ongoing collaboration with the Department of Education to increase access to year 12 and year 10 pupils.

Assess the process of professionalisation of those who deliver CEIAG, particularly in post primary schools & colleges including what training is available and how accessible it is.

28. The Department recognises the importance of recruiting the right staff and ensuring continuous professional development. The Department's careers advisers are recruited through NICS Recruitment Service and applicants are currently required to hold one of the following qualifications:
    - Post -graduate Diploma in Careers Guidance (Dip CG) parts 1&2; or
    - Post-graduate Qualification in Careers Guidance (QCG); or

- S/NVQ Level 4 in Guidance or in Advice and Guidance, with specified Units.

29. QCG is the Institute of Career Guidance (ICG) professional qualification in the UK which is incorporated into the Post Graduate Diploma in Career Guidance. This is available in Northern Ireland at the University of Ulster (UU). The Careers Service works in partnership with UU to provide work based learning (WBL), mentoring and assessment for students working towards the QCG. The QCG is available full time at UU Magee. The course includes two days per week and two further week long WBL placements within the Careers Service based in offices across Northern Ireland. Fourteen students commenced study at UU in September 2011. During this academic year the UU Postgraduate Diploma in Careers Guidance was successfully revalidated. A key feature highlighted in the revalidation is the integration of WBL with university teaching.

30. Following recruitment careers advisers complete induction training which meets DEL and Careers Service requirements. The ICG recently launched a new qualification called the Certificate in Professional Practice. This qualification cross references with the Careers Service's induction training and plans are in place to investigate accreditation of the induction package.

31. As a commitment to professional development, the Department funds membership of the ICG for all careers advisers, managers and senior management. ICG is the UK's largest and most influential professional association for careers practitioners. Membership provides access to up to date careers information and continuous professional development and all members are committed to the ICG code of ethics which includes:

- Impartiality
- Confidentiality
- Duty of care
- Equality
- Accessibility
- Accountability
- Continuous Professional Development.

32. The Careers Service is committed to continuous professional development and is represented on the ICG Professional Development Committee.

33. DEL's Careers Service is committed to realising and releasing the potential of all staff to contribute fully to the success of both the service and their individual development. This includes:

- induction training;
- participation in the Department's performance management system including the development of personal development plans for all Careers Service staff;
- identifying common development needs and the design and delivery of relevant professional development training;
- circulation of a monthly brief to staff providing an update on relevant developments in careers guidance;
- attending careers events i.e. UCAS Higher Education Fair, Employability Roadshows, Open days at Colleges and Universities in Northern Ireland and Republic of Ireland; and
- visiting employers.

34. Training provision in 2011/12 included six CPD days. These included two networking events with the 26 Sector Skills Councils, Social Inclusion and Disability, Recruitment and Assessment and effective use of Labour Market Information in the careers guidance process.

35. The Careers Service is committed to the development of all staff to support the effective delivery of careers services. All 15 careers managers have completed the Institute of Leadership (ILM) Level 5 Qualification and during 2011/12 eight careers support staff took part in a pilot of the new NVQ 3 in Advice & Guidance.

36. The average number of development days for Careers Service staff in 2011/12 year was 6.11 days. This exceeds the 20 hours recommended by the ICG.

37. The Department is committed to the provision of high quality service and recognises the importance of continuous improvement and external evaluation. The **Matrix** standard is the national (UK) quality standard for organisations to assess and measure their advice and support services, which ultimately supports individuals in their choice of career. The Careers Resource Centre, Richmond Chambers, Londonderry has recently been re-accredited with the Matrix standard and the Department is committed to achieving Matrix accreditation for the Careers Service as a whole by March 2013.

ANNEX A

NORTHERN IRELAND UNIVERSITY PROVISION OF CAREERS EDUCATION INFORMATION ADVICE AND GUIIDANCE

Careers, Employability and Skills Service at Queen's University in Belfast

Queen's University Belfast has a dedicated Careers, Employability and Skills Service which offers a wide range of professional support services to help students develop their career potential and to make appropriate career choices.

The Service is open to all students at any stage of their University programme and to graduates for up to two years after graduation. The Service aims to:

- support students in their career preparation and development
- enable/empower them to make and implement effective career choices
- facilitate their successful transition into graduate level work, further study or training.

Specifically, the Careers, Employability and Skills service provides the following:

- professional advice and guidance (between 1 October 2011 and 31 May 2012, 1,948 participated in one-to-one duty/guidance interviews, and 12,252 student email guidance queries were answered);
- accredited career education and Career Management and Employability Skills programmes;
- careers information (http://www.qub.ac.uk/directorates/sgc/careers/);
- extra-curricular skills development opportunities with accreditation through the University's Degree Plus framework (www.qub.ac.uk/degreeplus). This programme has been rated highly in a benchmarking exercise involving similar programmes at other UK Universities. The first cohort of students

graduated in 2010 and to date 1,430 students have graduated with the Degree Plus award;

- access to employment opportunities at undergraduate and postgraduate level ranging from part-time employment through to placement/internship and graduate jobs;
- access to a range of work related opportunities including alumni mentoring, employers visits, both locally and nationally;
- engagement with graduate employers on campus – through careers fairs, workshops, business games etc. To illustrate, between October 2011 and May 2012, 3,920 students attended ten recruitment fairs which involved 270 employers.

Offering an exceptional student experience and high quality education, leading to improved progression, attainment and excellent career opportunities for our graduates is a key strategic priority for Queen's. The University's Corporate Plan 2011-2016 and Education Strategy 2011-2016 have identified goals with associated targets which seek to ensure that students leave the University with graduate attributes and skills which are not only intellectually sound but also employer relevant. To support this, Careers Education, Information, Advice and Guidance is embedded at all undergraduate levels with comparable provision in place for postgraduate taught and research students. Further, the University has committed further investment to enhance engagement with employers and increase the number of work related opportunities we provide to students.

Careers, Employability and Skills was accredited in 2006 under the government's 'Matrix' Standard (www.matrixstandard.com) and reaccredited in 2009. It is a member of the Association of Graduate Careers Advisory Services which is the professional association for higher education careers practitioners (www.agcas.org.uk) and Association of Higher Education Careers Services

(www.ahecs.ie) and maintains strong links with government departments, agencies, professional bodies and other external stakeholders.

The Careers, Employability and Skills service is governed by the Quality Assurance Agency for Higher Education (www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section8/default/asp). Careers Advisers are all professionally qualified and engage in continuous professional development activities.

The Service monitors its provision to students and graduates and evaluates its activities on an ongoing basis. Feedback from users is positive and has been verified by independent sources. For example, the 2012 UK Graduate Careers Survey[1] by High Fliers Research, the independent research company that specialises in student and graduate research, reported the following results for finalists at Queen's University, Belfast:

- 69% had met with a Careers Advisor in person,
- 62 per cent had used the Services website,
- 78% of the students who had used the Careers, Employability and Skills Service rated it either 'excellent' or 'good', placing it 6th of the 30 Universities surveyed and behind Cambridge 86%, Newcastle 85%' Loughborough 80%, Oxford 80%, Sheffield 79%

The University's Careers, Employability and Skills Service can be accessed via the following link:
http://www.qub.ac.uk/directorates/sgc/careers/StudentsandGraduates/

Careers Education, Advice and Guidance at the University of Ulster

[1] The **thirty universities** included in the survey in 2012 were: Aston, Bath, Belfast Queen's University, Birmingham, Bristol, Cambridge, Cardiff, Durham, Edinburgh, Exeter, Glasgow, Lancaster, Leeds, Liverpool, London Imperial College, London King's College, London School of Economics, London University College, Loughborough, Manchester, Newcastle, Nottingham, Oxford, Reading, Sheffield, Southampton, St Andrews, Strathclyde, Warwick and York.

Careers Education, Advice and Guidance is provided by the Employability and Marketing Department within the University of Ulster. The Department aims to provide comprehensive, first-class resources and services that are complementary to and integrated with, the academic provision of the University, enabling our students and graduates to develop, evaluate, and implement career decisions and employment plans for the mutual benefit of themselves, employers and the University community.

The careers provision offered by Ulster includes:

- providing careers information and guidance services, including one to one careers interviews;
- delivering career development learning programmes both as an integral part of degree programmes and as a co-curriculum offering as part of the Ulster Certificate in Personal and Professional Development (CPPD). During 2011/12 over 2000 students undertook employability modules within the CPPD framework;
- providing opportunities for work-based and work-related learning. Annually over 2000 students undertake placement;
- enhancing employability, via the Personal Development Planning process, which encompasses reflection on academic, career and personal development;
- supporting career transition into employment, further study or training.

The University's Career Development Centre (CDC) can be accessed via the following link: http://careers.ulster.ac.uk/welcome/delivery.php

New Initiatives

As part of the University of Ulster's vision of *leading in the provision of professional education for professional life*, the University is committed to supporting graduates to gain *stimulating and fulfilling employment*. The following two initiatives are recent examples of Ulster's commitment in this area.

Ulster EDGE Award – Engagement, Development and Graduate Employability

The Ulster EDGE Award is an exciting new initiative for undergraduates and since its launch in September 2011 over 1800 students have registered for the Award. The Award is designed to enhance the employability of Ulster students by providing engagement with, and official recognition of, extra-curricular and co-curricular activities and achievements. It is in addition to the degree programme and enrolment is free to Ulster students. The EDGE Award will support students to develop their graduate skills and attributes within a supportive flexible framework throughout their time at Ulster.

The EDGE Award recognises and rewards students who wish to reach their full potential by undertaking a programme of employability related activities over the course of their degree programme. Activities can be undertaken at any time and include a wide range of opportunities including volunteering, work experience, study abroad, peer mentoring and engagement with clubs and societies.

By successfully completing four activities, from a minimum of two separate categories (listed below), students can apply for the EDGE Award. This is a critical part of the Award process in which students have to clearly demonstrate, via a written reflective account, their experiences and how they have enhanced their employability.

— Category 1: Accredited co-curricular modules
— Category 2: Work Experience, Study Abroad and Enterprise
— Category 3: Activity Pathway (Internal & External Opportunities)
— Category 4: Formal University Wide Opportunities

Professional Experience Programme

In June 2011, in response to the current economic downturn and the ongoing difficulties for graduates to find employment, the University of Ulster developed

and launched a Professional Experience Programme. The programme is specifically aimed at supporting current graduate leavers from Ulster who are unemployed or underemployed. There are a total of 35 places available for the coming intake in September 2012.

The programme includes a 6 month graduate internship with a local employer, integrated with study for Ulster's Graduate Certificate in Professional Practice. There is no cost to the graduate and the University provides each participant on the programme with a £5000 bursary. Employer costs are minimal (approx. £2000) and include course fees, appropriate travel expenses and a contribution to a student bursary.

The web page on the programme is available to view at http://adl.ulster.ac.uk/lll/pep

Careers Provision at Stranmillis University College

Currently, careers education and advice is provided to Stranmillis University College by Queen's University. Two members of Queen's University staff work part of the week on campus, providing services equivalent to those in the university but designed specifically to meet the needs of Stranmillis students. However, the College is currently reviewing its Student Support Services, including Careers provision, with the review indicating the need for a more focused provision which takes account of the current employment needs of students. It is likely that the College will, in the next planning cycle, take more direct responsibility for the provision of this service. Any changes will be aligned with best practice guidelines appropriate to the higher education sector.

Careers Provision at St. Mary's University College

Some of the activities through which the College's Careers Centre engages with students are described below.

Organised Classes

These take place for both the BEd and Liberal Arts students. The classes for BEd are held in 4th year and for the Liberal Arts in years 1 and 2. The classes are well attended. Students have the opportunity to complete the Certificate in Careers Management Skills as part of the Degree Extra programme. This is running very effectively.

Careers Information and Teacher Recruitment Fair

These are arranged twice per academic year. A wide range of recruiting agencies and Postgraduate course providers attend and provide students with valuable information.

Daily "Drop-In" Sessions

One hour per day is set aside for 'drop-in' sessions when students can have 'quick queries' answered. If longer, more detailed answers are required, a lengthy guidance interview is arranged.

Workshops arranged for BEd4 students

These were arranged outside the main timetable schedule. Many of them were organised in conjunction with ATL (Association of Teachers and Lecturers) and INTO (Irish National Teachers' Organisation).

The workshops held this academic year included the following:

- Finding your first teaching post
- English as an Additional Language (EAL)
- Discipline within the classroom
- Voice Projection

Practice Job Application

In year 4 the BEd students have the opportunity to apply for a mock teaching post. The applications are screened and shortlisted for interview by a panel consisting of a school principal, a member of ATL and the Careers Officer. The shortlisted candidates are interviewed and a candidate recommended for appointment. All candidates then receive feedback on the process. This is found to be very beneficial and very much appreciated by the students.

Simulated Assessment Centre Activities

During second and third year, Liberal Arts students have the opportunity to participate in Simulated Assessment Centre activities. These include role play, interviews, psychometric tests, group activities and in-tray exercises. This is an important part of the selection procedure for graduate employment.

The Careers Service works very closely with schools both in Northern Ireland and outside Northern Ireland. Schools in Northern Ireland are very complimentary regarding students' preparation for interviews etc. Involvement with schools mainly involves marketing the College, attending Careers events in schools and visiting Liberal Arts students undertaking Work Related Learning placements.

In addition very complimentary reports have also been received by schools outside Northern Ireland regarding the degree of preparation of students for interviews. The Careers centre is involved in opening up opportunities for BEd students to apply and in many cases be appointed to teaching posts.

Presentation by employers and postgraduate course providers

For Liberal Arts students (mainly second and third years) presentations are arranged for alternate Wednesday afternoons during the first semester. These highlight employment opportunities and postgraduate study provision.

One of the College's new initiatives is aimed at ensuring that BEd graduates will be able to offer advice to pupils on the subject of 'STEM' focussed careers. In tandem with this Initiative the College will also be seeking to actively promote possible STEM based career pathways to our Liberal Arts graduates.

Department of Enterprise, Trade and Investment

From the Office of the Minister

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Our Ref: DETI COR 397/2012

From: Arlene Foster MLA

Date: 29 August 2012

To: Basil McCrea MLA

COMMITTEE INQUIRY INTO CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) IN NORTHERN IRELAND

1. I refer to your letter of 5 July 2012 detailing a request from your Committee for my Department to provide evidence into its inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

2. I welcome the Employment and Learning Committee's investigations into this important area which plays a key role in ensuring we are developing and channelling talent in the right areas to support economic growth.

3. The areas of investigation which the Committee have set out in the Terms of Reference lie within the responsibilities of the Department of Education and Department of Employment and Learning. DETI has little direct knowledge of the issues raised.

4. For this reason, my Department's response cannot specifically address the terms of reference, but will, I hope, provide some contextual evidence to inform the Committee's deliberations and conclusions.

5. I understand you have written separately to the MATRIX panel, who will also be providing a response directly to you.

ARLENE FOSTER MLA
Minister of Enterprise, Trade and Investment

INVESTORS IN PEOPLE | Bronze

EMPLOYMENT AND LEARNING COMMITTEE ENQUIRY INTO CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) IN NORTHERN IRELAND

DETI RESPONSE

1. The Northern Ireland Economic Strategy, launched in March 2012 alongside the Executive's Programme for Government, is the key building block of the Executive's top priority to grow a sustainable economy and invest in the future.

2. The overall aim of the NI Economic Strategy is to improve the economic competitiveness of the Northern Ireland economy. In order to do this, we are committed to strengthening our competitiveness through a focus on export led economic growth as the key means of increasing employment and prosperity for all.

3. A range of actions, across Executive Departments, have been developed which aim to rebalance the NI economy by tackling those long-standing structural weaknesses which have hampered growth. The focus of these actions is to improve performance in relation to innovation, R&D and the development of our skills base.

4. It is recognised that we are in a time of sustained uncertainty in the global economy and that this has had and continues to have a negative impact on businesses and individuals throughout Northern Ireland.

5. In parallel with the five key rebalancing measures, outlined within the Strategy, a number of rebuilding measures to address the impact of the global economic downturn, particularly on employment have been set out.

6. The NI Economic Strategy recognises that in order to deliver the Executive's economic vision we must build a larger and more export focused private sector. To do this we must build upon our existing strengths as well as exploit new opportunities in the global economy by targeting resources and support towards those sectors which have the greatest potential for growth. This is an area which should have particular relevance for careers guidance.

7. MATRIX, the Northern Ireland Science Industry Panel has identified a number of Priority areas which we will look to further exploit going forward:

    - Telecommunications & ICT
    - Life & Health Sciences
    - AgriFood
    - Advanced Materials
    - Advanced Engineering

8. The Strategy also recognises that it is important to develop the potential of other sectors that have and will continue to make important contributions to the development of the NI economy. They include:
    - Business Services

- Financial Services
- Creative Industries
- Tourism
- Social Economy
- Rural Economy

9. It will be important to ensure that Careers Education, Information, Advice and Guidance takes account of these market opportunities and this information is used to allow students to make informed decisions in relation to the employment opportunities that will emerge in these sectors.

10. Recognising that markets and technology do not stand still, DETI has also established a unit to work with MATRIX, business leaders, academia and other Departments to identify emerging opportunities for the NI economy over the next decade and beyond. MATRIX is already conducting further analysis into market opportunities presented by the green economy including opportunities presented by the sustainable energy sector.

11. It will, of course, be important to ensure that the delivery of Careers Education, Information, Advice and Guidance remains sufficiently flexible to take account of new, emerging sectors as they are identified.

12. While it is important that careers provision in Northern Ireland is aligned with the aims of the NI Economic Strategy, the Strategy also recognises that it is imperative to ensure that those seeking employment have the necessary skills to take advantage of the potential opportunities.

13. At a school level, the NIES identifies the need to deliver a renewed focus on raising standards in literacy, numeracy and ICT capabilities.

14. At a post primary level, need to ensure all young people have access to a broader and better range of academic and applied courses that meet needs and lead to clear progression routes in education achievement.

15. There are a number of actions which seek in particular to provide skills which will be needed in the workplace and help our young people to prepare for the future world of work by ensuring materials and teaching resources have a much greater focus on the NI business and science base. These include:

    - Deliver 210,000 qualifications at Levels 2,3 and 4 and above through Higher Education, Further Education, Essential Skills and Training encouraging people to move up the skills ladder;
    - Increase skills in subject areas important to the NI economy such as STEM and sales and marketing;
    - Improve support to companies and increase the number of people gaining skills in management and leadership; and
    - Work with employers in priority sectors, and with education and training stakeholders, to address current and future skills issues (including the ongoing work with the ICT sector).

16. The importance of promoting and encouraging a culture of entrepreneurship is another area that has been identified as playing an important role in driving levels of Enterprise throughout the NI economy.

17. DETI are currently preparing a NI Enterprise Strategy which recognises that an important part of creating a culture of entrepreneurship will be to establish a positive image of entrepreneurship as a career choice. Therefore it will be important to further embed entrepreneurship education in the education and careers advice systems.

18. In addition, you will be aware of the recently published Department of Learning report on 'Preparing for a Lower Corporation Tax Environment' which has identified that having a clear direction on the economy's needs can help to significantly plan and simplify provision, and improve careers advice.

19. The report recognises that with a small or more targeted breadth of industry, it is easier to ensure the supply of adequate skills for target industries. A result of this is that students will have a clearer direction of where future jobs are likely to be and this should encourage more informed decisions on careers choices. This resonates with the overall direction of the NI Economic Strategy.

DMH Associates & Institute for Employment Research (IER) University of Warwick

DMH Associates & Warwick Institute for Employment Research (IER)

23rd August 2012

Contact: Dr Deirdre Hughes, OBE DMH Associates Greenfields, 116 Heanor Road Smalley Derbyshire DE7 6DX e-mail: deirdre.hughes3@btinternet.com www2.warwick.ac.uk/fac/soc/ier/people/assocfellows/#dh

Executive Summary

Dr Deirdre Hughes, OBE, and Professor Jenny Bimrose are responding to the formal invitation to submit evidence based on international, EU and home nations' expertise in careers research, policy and practice. The evidence contained in the main report begins by acknowledging that the existing all-age careers provision in Northern Ireland has much to celebrate in terms of its significant achievements to date. However, **the changing economic, social and technological context** in which careers education, information, advice and guidance (CEIAG) now requires clarity in the 'future direction of travel', key responsibilities and performance measures that demonstrate relevance and impact.

Careers services have an important role to play in supporting citizens, not only in managing transitions, but also in maintaining openness to change and adapting on a lifelong basis. In the last decade, **young people's transitions from school to work have become longer, more complex and more turbulent. Parents perform a key role in influencing their children.** The role of **external agencies working closely in partnership with schools, colleges and higher education institutions** is central to ensuring that 'personalised services' operate in a coherent access framework for all young people (and adults). Strong CEIAG **leadership and vision** are two essential components required to make Partnership Agreements work effectively within the context of School Improvement Plans. There have been many policy reviews carried out within the last decade by OECD, the World Bank, the European Commission and its agencies, and other organisations.

Labour market intelligence and information (LMI) needs to be mediated as part of the careers guidance process for particular purposes. Northern Ireland has many indigenous companies whose activities impact on the supply chain. As a consequence, **improved social partnerships** designed to improve understanding of LMI (particularly at a regional and local level) have become increasingly essential. This resource is pivotal to high quality CEIAG that is made available to all, especially those unemployed and disadvantaged. Clear pathways and progression routes must be made explicit to young people, parents and teachers so that choice and decision-making can be well managed and informed by existing and new opportunity structures.

It is important to develop strategies that will help make **good quality careers provision accessible to all whilst reducing unnecessary duplication of provision** from key providers. With pressures on the public purse, an ageing society and the need to stimulate greater investments and added value returns for participation in learning and work, **innovative and**

DMH Associates

WARWICK INSTITUTE for EMPLOYMENT RESEARCH IER

creative approaches are required. There is no shortage of good and interesting policies and practices in careers education, information, advice and guidance (CEIAG). Lessons learned from the **home nations, EU and international countries are available**, with some contrasting findings highlighted within the main paper. It is noted that the marketisation of careers provision operates in some countries such as England and the Netherlands.

Evidence suggests that **career learning should take place at an early age**. Good-quality CEIAG interventions in post-primary schools can have a **positive impact on decision-making processes, reduce course switching and drop-out rates,** and contribute towards successful transitions within statutory and further education. This is often characterised by a programme that equips young people with essential career-related skills. **Workforce development** is a key issue. The importance of **clear standards and quality assurance processes** to underpin the public's confidence in available services remains a policy imperative. An **enhanced national strategy for** Northern Ireland's career development system and services could be the next step.

1.0 DMH Associates and Warwick Institute for Employment Research (IER)

1.1 DMH Associates was established in 2008 by Dr. Deirdre Hughes, OBE. She is Director of DMH Associates, an External Examiner at Ulster University and Limerick University, an Associate Fellow at Warwick Institute for Employment Research and an Associate at the Centre for Educational Sociology at Edinburgh University. She is also a Commissioner at the UK Commission for Employment and Skills (UKCES), Chair of the National Careers Council in England and a Lead Consultant on the European Lifelong Guidance Policy Network. Her work involves informing Ministers and senior policy-makers on careers policy, research and practice at a national, EU and international level. In January 2012, Dr Hughes was awarded an OBE for her services to career guidance.

1.2 The Warwick Institute for Employment Research (IER) was established by the University of Warwick in 1981. The IER is one of Europe's leading centres for research in the labour market field. Its work includes comparative European research on employment and training as well as that focusing on the UK at national, regional and local level. The Institute is concerned principally with the development of scientific knowledge about the socio-economic system rather than with the evolution and application of one particular discipline. Professor Jenny Bimrose is the Deputy Director and also leads the guidance, learning and counselling team at IER. She is a world renowned expert in careers research, policy and practice, as evidence by her academic publications, work with practitioners throughout the UK, Europe and internationally.

1.3 Both Dr Hughes and Professor Jenny Bimrose have built strong research and pedagogy-informed networks throughout the UK, European Union and more widely, for example, contributing to evidence-based policy development within the International Centre for Career Development and Public Policy. They are leading specialists in the provision of CEIAG delivery in primary and post-primary schools, further education and higher education having worked on a series of international projects, including:

- The MATURE project designed to develop technology-based tools to support knowledge-maturing processes within organisations based on the idea that organisational agility has become critical for economic competitiveness *(Bimrose et al., 2008-2012)*
- EU Member States legislation and statutory provisions for careers service; Youth Unemployment Across Europe; and the design of a differentiated service delivery model for the Croatian Public Employment Service *(Hughes, 2012)*[1]

1 Dr Hughes also works closely with Professor James P. Sampson, Jnr. Florida State University. They both worked with DEL on the design and establishment of a differentiated service delivery model in Northern Ireland, including Careers Resource Centres (2007 – 2009). She was also involved in the development of the 'Preparing for Success: A guide to developing Effective Career Decision makers' strategy document.

- Establishing World Class Careers Education and Guidance in Kent and Medway (*Bimrose et al. 2007 – 2011*); Career learning in Primary Schools *(Hughes & Bysshe, 2010)*
- International invited expertise in over 50 countries, including (i) PES to PES Dialogue Forum *(Bimrose, 2011 -present)*; (ii) ELGPN Quality and Evidence-Base *(Hughes, 2011 – present;* and the International Centre for Career Development and Public Policy (ICCDPP)
- The future role and remit of Careers Wales, taking into consideration future budgetary constraints. *(Hughes, 2011; Bimrose & Hughes, 2012)*
- The Careers Profession Taskforce (2011), focusing on the professionalisation of the careers workforce in England. *(Bimrose & Hughes, 2011)*
- Co-founder of the UK Careers Profession Alliance and member of the Executive Board until July 2011 *(Hughes, 2008 – 2011)*
- National Guidance Research Forum, including work with the four home nations on labour market intelligence and information *(Bimrose, et al, 2004 – present).*

2.0 International, EU and Home Nations findings

2.1 We are responding to the formal invitation to submit evidence based on our international, EU and home nations' expertise in careers research, policy and practice, particularly our in-depth knowledge of evidence-based policies and practices in CEIAG, ICT and labour market (LMI) developments. We wish to begin by acknowledging that the existing all-age careers provision in Northern Ireland has much to celebrate in terms of its significant achievements to date. However, the changing economic, social and technological context in which careers education, information, advice and guidance (CEIAG) now operates in schools, colleges, higher education institutions and other community settings requires clarity in the 'future direction of travel', key responsibilities and performance measures that demonstrate relevance and impact. Having a future vision is necessary as this offers a point of continuity amidst the flux of change. Within this context, **workforce development** is a key issue.

2.2 Global economic turbulence has marked a set of profound structural labour market changes, posing fundamental challenges to those providing careers education and IAG services. Alongside these changes, three separate but overlapping major national and international policy agendas continue to have careers at their centre. First is the *up-skilling agenda* that seeks to address key skill gaps in the workforce, so that the UK can compete globally and play a leading role in economic growth (e.g. ET, 2020[2]; OECD, 2004[3]; UKCES, 2012[4]). Second, is the *lifelong learning agenda*, which aims to facilitate the development of a knowledge society through individuals' engagement in learning and training (e.g. EACEA, 2010[5]). Third, is the *social equity agenda*, which focuses on fair, inclusive and just processes and practices in the delivery of public services (for example, Hughes, 2010[6]; Women & Work Commission, 2006[7]).

2.3 Other key policy drivers relate to the increasing pressure to achieve different types of economic growth (Europe 2020 strategy[8]). For all of these and other relevant EU policy agendas, such as The Bologna Process (2020)[9], careers services have an important role to play in supporting citizens, not only in managing transitions, but also in maintaining openness

2 http://ec.europa.eu/education/lifelong-learning-policy/doc1120_en.htm

3 Organisation for Economic Co-operation and Development (2004). Career Guidance and Public Policy: Bridging the Gap. Paris: OECD

4 http://www.ukces.org.uk/publications/er39-skills-and-economic-performance

5 http://ec.europa.eu/education/more-information/doc/2010/warwicksum_en.pdf

6 http://www.smith-institute.org.uk/file/Women%20in%20SET.pdf

7 http://www.ofmdfmni.gov.uk/women-and-work-commission-report-ni-response.pdf

8 http://ec.europa.eu/europe2020/index_en.htm

9 http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/leuven_louvain-la-neuve_communiqu%C3%A9_april_2009.pdf

to change and adapting on a lifelong basis. There is also a growing trend towards customised 'flexicurity'[10] regimes across Europe in which the trade-off between flexibility for employers, and security for employees, is a significant preoccupation of governments in driving forward economic, social and cultural well-being.

2.4 There have been many policy reviews carried out within the last decade by OECD, the World Bank, the European Commission and its agencies, and other organisations.[11] More recently, youth unemployment and under-employment is a growing problem that has significant long term consequences for individuals, communities and society. In the last decade, **young people's transitions from school to work have become longer, more complex and more turbulent.** National Labour Force surveys (Hoffman, 2011) highlight youth unemployment has risen in all EU countries since 2008 with the proportion of young adults searching for work varying from less than 10% in the Netherlands[12] to over 40% Spain. There is also a concern that more recent findings from the OECD (2011) strongly suggest that policy makers must give greater priority to the challenges associated with youth unemployment given this is at least 2.5 times higher than the adult rate. Not since 1995 has the issue of youth unemployment featured so strongly in the political, macro-economic and social discourse at a European Union and international level.

2.5 Northern Ireland has many indigenous companies whose activities impact on the supply chain. As a consequence, **improved social partnerships designed to improve understanding of labour market information and intelligence** (particularly at a regional and local level) have become increasingly essential. This resource is pivotal to high quality CEIAG that is made available to all, especially those unemployed and disadvantaged (UKCES, 2012)[13]. Clear pathways and progression routes must be made explicit to young people, parents and teachers so that choice and decision-making can be well managed and informed by existing and new opportunity structures. The role of **external agencies working closely in partnership with schools, colleges and higher education institutions** is central to ensuring that 'personalised services' operate in a coherent access framework for all young people (and adults).

2.6 From the available research evidence, it is clear that despite systematic progress being made across Europe (and further afield), gaps and deficits in careers provision exist in many countries. There is an urgent imperative in all countries to secure an appropriate balance between providing core services to all (avoiding 'marginalising the mainstream') and targeting intensive services to those who need them most. Given career development policies and provision are located within and across a range of sectors (e.g. schools, vocational education and training, higher education, adult education, and employment), the services to individuals need to be as seamless as possible. It is important to develop strategies that will help make **good quality careers provision accessible to all whilst reducing unnecessary duplication of provision** from key providers.

2.7 There is evidence of **latent demand for careers learning** from a broad spectrum of individuals, alongside the emergence of a plethora of new market players and partnerships involving public, private and third sectors. The latter trend is not unique, with the OECD (2010)[14] reporting that many governments are increasingly using private and non-profit entities to provide goods and services to citizens. With pressures on the public purse, an

10 Sultana, R. G (2011) Flexicurity: Implications for Lifelong Career Guidance – Concept note commissioned by the European Lifelong Policy Network (ELGPN) http://www.hzz.hr/docslike/Flexicurity%20%20Implications%20for%20 Lifelong%20Career%20Guidance%20by%20prof.%20 Sultana.pdf

11 Watts, A.G. (2008). Lessons learned from national reviews: implications for the United States. Paper presented at a National Career Development Association Symposium, Washington, DC, USA

12 Latest figures confirm Northern Ireland's youth unemployment rate is now 22.3% (UK average 19.3%).

13 Forthcoming launch of the 'Youth Employment initiative', Titanic Centre, Belfast – UKCES, September 2012.

14 OECD (2010) Public Governance Committee, Working Party of Senior Budget Officials: Restoring Fiscal Stability – Lessons for the Public Sector. Paris, Organisation for Economic Co-operation and Development.

ageing society and the need to stimulate greater investments and added value returns for participation in learning and work, **innovative and creative approaches** are required.

2.8 In England, "the requirements of the 2011 Education Act have created a policy environment akin to a torrential storm"[15] with careers advisers' identity and status continuing to be challenged as professional-type roles become increasingly open to public scrutiny, market-led environmental factors intensify, and budgets tighten. In the international debate surrounding **'marketisation'** people tend to be either in favour of, or strongly opposed to, the creation of a quasi-market. Meijers (2009) points to challenges in over-simplifying marketisation approaches as leading to decreased quality. However, the importance of **clear standards and quality assurance processes**, for organisations, services and for practitioners' skills, training and qualifications, to underpin the public's confidence in available services remains a policy imperative. It is noted that marketisation of careers provision presupposes an 'articulated demand' for services which is not always apparent, particularly in schools.

3.0 Curriculum developments: models of good and interesting policies and practices

3.1 Young people's educational intentions are fixed surprisingly early and what they say at the age of 11 is highly predictive of their actual behaviour at 16 (Croll and Moses, 2005)[16]. Gottfredson (2002)[17] argues that children aged 9-13 begin the progressive elimination of least-favoured career and learning alternatives. By this stage, children/young people begin to dismiss a large range of occupations for being the wrong 'sex-type', at unacceptably low or high levels, or beyond their capabilities. Although this eases the burden of choice, it also forecloses the potentialities of individuals by limiting their experience and educational choices.

3.2 Evidence suggests[18] that good-quality CEIAG interventions in post-primary schools can have a positive impact on decision-making processes, reduce course switching and drop-out rates, and contribute towards successful transitions within statutory and further education. This is often characterised by a programme (or offering) that equips young people with essential career-related skills, such as career exploration, self-awareness, and self-confidence. It is tailored to individual need, integrated into the timetable and the wider curriculum, and delivered at relevant points in an individual's educational career by qualified staff. Findings from the OECD (op.cit) and other studies (Sweet, 2010)[19] highlight that within many schools, career education programmes that develop career management skills often remain an aspiration and many services appear to remain concentrated upon individual assistance for those about to leave school.

3.2 There is **no shortage of models of good and interesting policies and practices**; the challenge is how best to implement these more widely. The move from a 'traditional model' dominated by blanket interviewing in schools towards a self-help, brief assisted and in-depth support services delivered at a time and place best suited to individuals' requirements is taking place in Northern Ireland. However, there is a need for careful consideration in terms of rebalancing current levels of face-to-face, web-based and telephone helpline services. This will have significant workforce development implications, not only for Careers Service staff but also

15 Lightman, B. (2012) The Role of Schools and Colleges in Meeting the Requirements of the Education Bill 3rd Broadcast National Conference: IAG, London, Neil Stewart Associates Policy Review TV. Available at: http://www.policyreview.tv/video/671/5126

16 Croll, P. & Moses, D. (2005) The Formation and Transmission of Educational Values and Orientations: Final Report, Reading: University of Reading, ESRC R000239963

17 Gottfredson, L.S. (2002) Gottfredson's theory of circumscription, compromise,and self creation, In Brown, D. (Ed.), Career choice and development (4th ed.,pp 85–148). San Francisco: Jossey-Bass.

18 Bowes, L., Smith, D., and Morgan, S., (2005). Reviewing the Evidence-base for Careers Work in Schools: A systematic review of research literature into the impact of career education and guidance during Key Stage 3 and Key Stage 4 on young people's transitions. Derby: CeGS

19 Sweet, R. et al. (2010) Making Career Development Core Business, Victorian Departments of Education and Early Childhood Development and Department of Business and Innovation, Melbourne, Australia

those working in schools, colleges and HEI settings. Generally, there are four distinct models of careers education curriculum provision: *'integrated'*, where this is embedded in various ways throughout the curriculum; *'stand alone'*, in which designated activities are delivered in specific identifiable lessons; *'peripheral'* where careers education is somewhat marginalised and ad hoc; and *'transitional'* where provision is in a state of flux because of changes within the institution. The OECD (2004) promotes a **partnership model** and highlights the limitations of an exclusively school/college-based model of CEIAG delivery, which includes:

- a lack of impartiality, and tendency for schools to promote their own provision rather than vocational / academic college-or work-based routes;
- weak links with the labour market, and a tendency to view educational choices as an end in itself without attention to career adaptability and longer-term career resilience.
- inconsistency and ad hoc arrangements which, in the absence of strong policy levers, result on schools and colleges offering patchy provision both in extent and in quality.[20]

Strong CEIAG **leadership and vision** are two essential components required to make Partnership Agreements work effectively within the context of School Improvement Plans. There is also scope to involve parents more fully in supporting their child(ren), as illustrated in ongoing labour market intelligence and information (LMI) developments in North America. Well developed support systems, underpinned by impartial information, advice and guidance, are required to ensure that young people (and their parents) are empowered to make well-informed decisions. Many young people from a wide range of socio-economic and cultural groups have indicated that specialist knowledge on labour market opportunities, potential career routes, and access to both 'formal' and 'informal' learning opportunities is expected. A decade ago, national research conducted on behalf of the Learning & Skills Council (2002) indicated that more than half (54%)[21] of parents questioned did not know what options are available to their children when they leave school, and 70% feared broaching the subject because their attempts to do so lead to arguments. One other key issue is that **LMI needs to be mediated as part of the careers guidance process** for particular purposes. For example, in working with young people on the value of STEM subjects to future careers. A key finding from recent research is that there has to be an interpretative layer between the raw statistics and the user.

4.0 Delivery of resources: high performing systems

4.1 A recent international review, undertaken on behalf of the Welsh Assembly Government (Bimrose & Hughes, 2012)[22], highlighted four possible scenarios that reflect contemporary transformation in careers provision. High performing systems are context specific, defined in terms of either *one or a combination* of the following: school performance; advancements in the use of ICT; utilisation of effective tracking systems and connectivity to the labour market; and/ or feature some form of outsourcing contract arrangements. Lessons learned are not always easily transferable to other countries. Examples from **Wales, Scotland and New Zealand** highlight ways of further integrating services and developing a more unified approach.

4.2 In **Finland**, guidance is a compulsory subject within the curriculum and there are clear guidelines for comprehensive and upper secondary schools, specifying the minimum level of guidance services permissible, together with a web-based service to support institutional self-evaluation of guidance services. Attempts have also been made to embed guidance policy issues in national in-service training programmes for school principals. Finland's Employment

20 Op.cit.

21 Research undertaken with a representative national sample of 300 parents of 14-18 year old young people in England by Taylor Nelson Soffres in 2003, on behalf of National LSC (Source: Learning and Skills News -20 August 2002).

22 Bimrose, J. & Hughes, D. (2012) Research Study on Costs Associated with a Revised Remit and Structure for the Careers Wales Service. Cardiff: Welsh Assembly Government.

Office also employs some 280 specialised vocational guidance psychologists. Each has a Masters degree in psychology, and also completes short in-service training.

4.3 In **Denmark** there exists a 'mixed model' with the public sector leading on integrated online provision. The Ministry of Children & Education has recently overseen the management and delivery[23] of an all-age National Guidance Portal 'UddannelsesGuiden'[24]. Alongside this initiative, an 'e-guidance centre' resides within the Ministry in January 2011 to service the needs of young people, adults, parents, schools, colleges, training providers and employers. The work is also linked directly to the Youth Guidance and/or Regional Guidance Centres focusing mainly on targeted provision. A professional development section is available on the website for guidance practitioners (eVejledning[25]). The Ministry also has a new youth database system in place to collect data on all 15-29 years olds (in accordance with the Danish Civil registration system). New legislation has also been introduced that requires every young person to have an educational plan with the Youth Guidance Centres. Schools and youth guidance centres are strongly linked.

4.4 In **Canada** there is no well-defined and accepted definition of what comprises a 'career guidance professional in Canada, except perhaps in Quebec, where it is specifically defined by a Master's level education. However, many provinces are adopting non-mandatory Certification that requires various levels of **career development related training**[26]. National Standards and Guidelines exist that are not prescribed, but are adopted by many in differing ways across jurisdictions. These represent the glue that binds career guidance/development in Canada. At least three strands to their guidance/career development delivery system operate: (i) K-12 with 'guidance' often embedded as an add-on course in the provincial school curriculum, very often taught not by a guidance counsellor but a teacher with available time (which can result in poor 'buy in' from educators on career/guidance delivery). However, there is some availability of one to one guidance counselling in high school (typically a short appointment to review educational planning); (ii) Post-Secondary Career Guidance through Career & Health Centres and Co-op Education in Colleges and Universities; and (iii) Public Employment Services – Canada's public employment services contract many career guidance services to community organisations, which are often seen as more attuned to the needs of particular groups: single parents or Aboriginal people, for example. The **Public Employment Services** are the a driving factor in moving the discipline forward in Canada, since they are often out-sourced to community-based agencies that have a specific career development mandate and offer open access for citizens from 16 onward. This is also a trend that is emerging **in England**. In this model, the private sector has led on the development of virtual careers services for adult client groups, across a geographically spread population. Contracts are tendered by the government that focus on particular populations, for different purposes. Other models of practice (such as the **United States and the Netherlands**) feature the free market as a determining factor of careers guidance provision.

5.0 Urban and rural: ICT connectivity?

5.1 This generation of young people expect services to be available in digital format and to be able to access the **information and advice they need at a time of their choosing**. The proliferation of the use of technologies has combined with other factors (like changes in family structure and decline in manufacturing industries) to bring about profound shifts in how young people make sense of themselves. Information and communication technologies (ICT) also ensure that young people now have access to an instant, international, dynamically-shifting and vast range of stories and forms of knowledge that can inform their identity

23 The previous Conservative government committed an investment of 50m Danish krone (that is, 10m krone as an annual investment over a 5 year period) on the national portal, but with no dedicated marketing budget. Instead, careers practitioners have promoted the use of the portal in classrooms and within their day-to-day practice.

24 www.ug.dk 25

25 eVejledning is platform for chat, telephone & email guidance.

26 Information about what is happening in British Columbia can be found at: http://www.bccda.org/cert-criteria.cfm

management. They can be regarded as living hybrid lives, combining the physical and virtual in a seamless network of communication, information, entertainment and sharing.

5.2 The recent review of the UK's technological readiness indicates how the Government is examining ways of ensuring that the most disadvantaged young people are not left behind because they lack the technical facilities they need in their homes. There is equal concern about adults who are disadvantaged because they lack crucial digital life and work skills. It needs to be remembered, therefore, that there is a real danger that **disadvantaged individuals, with a particular need for careers guidance support, will be excluded if service delivery comes to depend on access to ICT** before national policies address the twin issues of digital infrastructure and digital user skills.

5.3 With changing expectations of how long many people will work, and as the workforce ages, there are challenges of supporting the continuing development of mid-career workers who may need to maintain a set of work-related competences and manage effective work transitions for much longer than has been customary in the past. In such circumstances, there could be cost-benefit advantages in offering mid-career workers career guidance that could extend the length of their careers. For example, learning through more challenging tasks following a job change is a most popular way for low skilled workers to upgrade their skills (Brynin & Longhi, 2007)[27]. So, job mobility can be viewed as positive for individuals where it leads to progression, greater satisfaction and personal development, but negative if it is considered forced, unrewarding and involves a 'sense of loss' rather than development. Recent European research also found that in many countries, the most common way for people in low skilled employment to update their skills was by changing their jobs. Learning to learn and link continuing learning strategically to career development affects individuals' attitudes to continuing vocational learning (Brown et al., 2010).

6.0 Impact of budget cuts

6.1 In terms of the cost reductions required to meet budgetary constraints that are a reality, the twin dimensions of **ICT integration and workforce competency** are likely to pivotal. In general, careers services are gradually recognising the need to demonstrate both economic and social returns on investment -not only in their work with clients -but also in the context of effectiveness and impact. With so many competing policy strategies that require investment alongside reductions in budgets, it is increasing apparent that alternative and/or complementary funding models are becoming necessary. In broad terms there are three alternative policy strategies for publicly funding careers support services:

- resourcing this through public funding as a free service (currently available in the four home countries of the UK);
- offering it as a fee-paying service (for example, like that available in independent schools); or
- embedding access to careers support in other provision (for example, within schools curricula, further education, vocational training, community learning and higher education programmes).

Each of the three strategies has problems: the public-funding option is likely to be regarded as too costly; the fee-paying option as excluding those unable or unwilling to pay; the embedding option as endangering impartiality. Therefore a 'mixed strategy' is required for the future that draws upon a wide range of potential funding sources, wherever most appropriate.

27 Brynin, M. and Longhi, S. (2007) The transformation of work? – Occupational change in Europe, D9.2.4 Publication of the Work organisation and restructuring in the knowledge society – WORKS project: Project number CIT3-CT-2005-006193, Essex:ISER.

7.0 Professionalisation

7.1 A drive towards stronger **professionalism** is supported by international and emerging EU evidence. The OECD review and more recent international studies have indicated that a number of European countries are now making significant moves towards more specialised training[28]. Career guidance sector 'in many countries is changing as career guidance becomes a separate practice and a distinct occupation, pushing the sector towards professionalisation'[29]. The recent work of the UK Careers Profession Alliance is creating new possibilities for careers teachers, careers advisers, career coaches and other qualified professionals to join a UK-wide register of practitioners suitably trained and qualified to deliver high quality careers provision. In parallel to this, UKCES is supporting the development of the Welfare to Work workforce. There is scope to further strengthen these arrangements.

8.0 Conclusions

8.1 A reinforcement of *strong leadership, vision, impartiality and equal opportunities* as key principles underpinning careers education, information, advice and guidance services for all young people and adults should be given priority.

8.2 A number of reviews[30] have collated the evidence from almost two decades of research into the *impact of careers education and guidance*, particularly at key points of transition for young people.

8.3 The Communiqué of the Sixth International Symposium on Career Development and Public Policy, held in Budapest in December 2011, recommends that where countries have established a *career development policy forum*, as in the case of Northern Ireland, they consider what structure would best suit their needs, and how they can draw from the experiences of other countries.

8.4 An *enhanced national strategy*, to help steer Northern Ireland's career development system and services toward a model that will better address both individual needs and public policy goals, could be the next step.

28 Cedefop (2009). Professionalising Career Guidance: Practitioner Competences and Qualification Routes in Europe, p.24. Panorama Series 164. Luxembourg: Office for Official Publications of the European Communities.

29 Reid, H. (2007). Study on the Accreditation Schemes of OECD Countries, p.7. Turin: European Accreditation Scheme for Career Guidance Practitioners.

30 EPPI (2004). A Systematic Review of Recent Research (1988-2003) into the Impact of Careers Education and Guidance on Transitions from Key Stage 3 to Key Stage 4;EPPI (2005). A Systematic Literature Review of Research (1988-2004) into the Impact of Career Education and Guidance during Key Stage 4 on Young People's Transitions into Post-16 Opportunities, Hughes et al -University of Derby

DMH Associates & Institute for Employment Research (IER) University of Warwick - Additional submission

WARWICK INSTITUTE for EMPLOYMENT RESEARCH IER

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14th March 2013

Dear Thomas,

Thank you for your letter (dated 28th February). I was pleased to be invited to provide a briefing to the Committee for Employment and Learning on its formal Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland. As requested, I have attached a brief overview of selected examples of international, EU and UK models which may be of interest.

I have spoken briefly with Vincent Gribben to explain that this is not a detailed comprehensive global overview; instead, I have simply signposted the Committee to some progressive developments in other countries. However, please do not hesitate to contact me if I can be of any further assistance.

I do hope you and your colleagues find this helpful and I very much look forward to continuing the dialogue.

Kind regards,

Dr Deirdre Hughes, OBE
Associate Fellow
Warwick Institute for Employment Research (IER)

Selected examples of good and interesting approaches in the provision of careers education, information, advice and guidance (CEIAG) outside of Northern Ireland.

A short paper prepared for the Northern Ireland Assembly Committee for Employment and Learning

Dr Deirdre Hughes, OBE, Associate Fellow, Warwick Institute for Employment Research (IER) and Director, DMH Associates, Derbyshire

1. The aim of this paper is to briefly outline some examples of CEIAG design and delivery from outside of Northern Ireland. The content is informed by a range of policy reviews carried out within the last decade by OECD[1], the World Bank, the European Commission and its agencies, international bodies and other organisations, which have covered a total of 55 countries.[2]

2. Findings from an International Symposium on 'Career Development and Public Policy (2011)[3] highlight the necessity to link the role of career development systems and services more strongly to policy priorities, including those designed to support economic growth (e.g. skills strategies) and/ or reduce costs (e.g. by reducing drop-out). The Department for Employment and Learning (DEL) made an active contribution to this event.

3. Some selected examples include:

   - In Ontario, Canada, school principals are required not only to produce a comprehensive guidance and career education plan, but also every three years to conduct surveys of students, parents, teachers and other partners to evaluate the delivery and effectiveness of all components of the programme.[4]
   - In Alberta, Canada, a Connecting Learning and Work programme launched in 2009 includes partnership working to support career development from kindergarten to grade 12.[5]
   - In British Columbia, (BC, the western province of Canada with a population for about 4.5 million) public, private and community sector partnerships are emerging to inform and develop workforce development programs that improve chances of sustained employability and job retention. The private sector has led on the development of virtual careers services for adult client groups, across a geographically spread population.
   - In Denmark, educational and vocational guidance networks are given high priority[6], supported both generally and politically. Similarly, Finland and Ireland have well established adult guidance networks.
   - In Finland, 'guidance' features as a student entitlement in schools. In 2011, new legislation was introduced on the allocation of hours to different subjects in comprehensive education. Career education remains 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. Also, in Finland (Vuorinen & Kettunen, 2012) and parts of Canada (Bimrose, 2011) technological developments linked to education and

1 OECD (2004) 'Careers Guidance and Public Policy: Bridging the Gap' http://www.oecd.org/dataoecd/33/45/34050171.pdf

2 For a methodological overview, see Watts, A.G. (2008). Lessons learned from national reviews: implications for the United States. Paper presented at a National Career Development Association symposium, Washington, DC, USA.

3 Sixth International Symposium on Career Development and Public Policy (Budapest, 5-7 December 2011) – COMMUNIQUÉ

4 Organisation for Economic Co-operation and Development (2002). OECD Review of Career Guidance Policies: Canada Country Note. Paris: OECD.

5 http://employment.alberta.ca/documents/CES/CES-CLW_strategy.pdf

6 http://www.eaea.org/doc/pub/Country-Report-on-Adult-Education-in-Denmark.pdf

Welfare Reform (the latter including: improved labour market information, job application processes and vacancy handling) are advancing at a rapid pace.

- In South Korea, career education is divided into services for youth and adults. Within schools, careers education is subdivided into guidance and work-based learning through subjects or curriculum programs and extracurricular activities. The Korean Government, in partnership with major industries, developed an incredible work experience theme park called 'Job World'.[7] They have also significantly increased the number of careers professionals working with young people and parents.
- In Australia (and parts of Canada), an approach currently evolving is to focus on family and inter-generational career learning. An 'In Experience+ and Career Advice for Parents' program is one of the first of its kind providing professional career advice and a resume appraisal service to mature age Australians aged 45 years and over.
- In Germany, the Lernen-vor-Ort (Local Learning) program of the Federal Government, run by the Federal Ministry of Education and Research, is probably the most comprehensive program which encourages and funds municipalities who establish regional or local educational networks, including all relevant actors and stakeholders to improve lifelong learning.
- In France, a French law (2009) has established for every citizen a right to benefit from lifelong guidance, including career information. In other parts of Europe changes in legislation, regulation and statutory provisions in career guidance highlight differing accountability and reporting mechanisms (Hughes, 2012a[8]; Hughes, 2012b[9]).
- In Scotland, a Scottish Blueprint framework, based on the Canadian and Australian 'Blueprint for Life Design' has been developed which offers a good example of 'policy borrowing' (SDS, 2012), with the transference of learning for individuals taking place through the curriculum, web-and telephony-based careers service, entitled 'My World of Work'.
- In Denmark, the Ministry of Children & Education has recently overseen the management and delivery[10] of an all-age National Guidance Portal 'UddannelsesGuiden'.[11]
- In 22 US States, the Breaking Through initiative promotes and strengthens the efforts of 41 community colleges to help low-skilled adults prepare for and succeed in occupational and technical degree programs.
- In New Zealand Careers Service and Careers Wales, some interesting careers policies and practices are prevalent in working with the indigenous population and face-toface and online careers service delivery attuned to local needs.

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7 Korea JobWorld, a public institution under the Ministry of Employment and Labor of the Republic of Korea, was opened 15 May 2012. Its purpose is to provide children and youth the chance to experience a variety of occupations and careers to explore what they want to do in the future.

8 Hughes, D. (2012a) Improving Lifelong Career Guidance and ICT Support project:
The establishment and operation of National Fora for Career Guidance. Croatia: Public Employment Service and Tribal Education Ltd. Retrieved on 151112:
http://ktl.jyu.fi/img/portal/10954/A3_9_Statutory_Provisions_Paper_140412.pdf?cs=1346413846

9 Hughes, D. (2012a) Improving Lifelong Career Guidance and ICT Support project:
The establishment and operation of National Fora for Career Guidance. Croatia: Public Employment Service and Tribal Education Ltd. Retrieved on 151112:
http://ktl.jyu.fi/img/portal/10954/A3_9_Statutory_Provisions_Paper_140412.pdf?cs=1346413846
And Hughes, D. (2012b) Improving Lifelong Career Guidance and ICT Support project: Legislation on Career Guidance in EU member states, EU-funded project Croatia Public Employment Service and Tribal Education Ltd. in European Lifelong Guidance Policy Network: Progress Report 2011-2012. Retrieved on 151112:
http://ktl.jyu.fi/img/portal/23229/ELGPN_201112_Progress_Report_web.pdf?cs=1350649704

10 The previous Conservative government committed an investment of 50m Danish krone (that is, 10m krone as an annual investment over a 5 year period) on the national portal, but with no dedicated marketing budget. Instead, careers practitioners have promoted the use of the portal in classrooms and within their day-to-day practice.

11 www.ug.dk

- In the Nordic countries, the importance of listening to the voice of users of career development services is a major policy priority.
- In England, the National Institute for Adult Continuing Education (NIACE) is currently piloting a mid-life career review approach that will involve the National Careers Service and Job Centre Plus. The aim of this government-funded pilot is 'to encourage and support people to review the learning and skills they need to successfully manage the second half of their lives.[12]
- The OECD Career Guidance Policy Review (2004)[13] suggests that allowing a diverse range of services to be provided throughout the lifespan within one organisational system framework is potentially: more cost-effective, avoids unnecessary duplication of resources and age-segmented services; and provides potential opportunities for inter-generational learning.
- The ELGPN Policy Resource Kit (2012)[14] provides case studies and practical resources are provided for policy-makers, designers and deliverers of services to benchmark practice. This includes: access to services for all citizens; quality and evidence of provision; and co-operation and communication between and across differing key agencies.
- The UKCES (2011)[15] provides a series of expert papers on careers provision, drawing on national, EU and international exemplars (in relation to the use of ICT and careers work). a government funded initiative 'LMI for All' This is a data tool that the UK Commission for Employment and Skills is developing to bring together existing sources of labour market information (LMI) that can inform people's decisions about their careers.
- The Careers Profession Taskforce in England (2011)[16] report provides a framework for strengthening the careers profession and capacity building within local communities. The formation of a new Career Development Institute (CDI) bringing together four long standing professional associations from public, private and voluntary/community sectors creates a new opportunity for greater capacity building of skilled helpers and career development professionals[17]. In Sweden, a European Social Fund programme aims to develop career counselors' knowledge of the regional labor market and businesses, and create networking with industrial sectors.

4. Finally, the ongoing work of the International Centre for Career Development and Public Policy (ICCDPP)[18], PES to PES dialogue[19], the European Lifelong Guidance Policy Network (ELGPN)[20], and Cedefop[21] provide strong insights to progress being made on career development systems and services and future prospects.

Dr Deirdre Hughes, OBE

14th March 2013

12 http://www.niace.org.uk/news/mid-life-career-review-niace-proposals-endorsed

13 Organisation for Economic Co-operation and Development (2004). Career Guidance and Public Policy: Bridging the Gap, p.144. Paris: OECD.

14 http://ktl.jyu.fi/img/portal/23229/ELGPN_resource_kit_2011-12_web.pdf?cs=1350649791

15 UKCES (2011) Helping Individuals to Succeed: transforming career guidance

16 Silver, R. (2010) Careers Profession Taskforce Report: Towards a Stronger Careers Profession - An Independent Report to the Department for Education, London: Department for Education.

17 Links are already established with a new Institute for Employability Practitioners operating in Welfare to Work reforms.

18 http://www.iccdpp.org/Resources/PolicyPoints/tabid/85/Default.aspx

19 http://ec.europa.eu/social/main.jsp?catId=964

20 http://ktl.jyu.fi/ktl/elgpn

21 http://www.cedefop.europa.eu/EN/Files/6111_en.pdf

E-Skills - The National Skills Academy

e-skills uk
The Sector Skills Council for
Business and Information Technology

The National Skills Academy
IT

e-skills UK response

1.0 Summary of response

1.1 This document is the e-skills UK response to the Committee for Employment and Learning inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland. The purpose of the inquiry is to identify areas where the CEIAG strategy for Northern Ireland is failing to meet the needs of target groups.

1.2 e-skills UK is the Sector Skills Council for Business and Information Technology. We work on behalf of employers to ensure that Northern Ireland has the technology skills it needs to succeed in a global economy.

1.3 Our response to this Inquiry is informed by our work with employers in NI from the experience of delivery of CEIAG in Northern Ireland in recent years.

1.4 To address the inconsistencies and issues in the delivery of CEIAG in Northern Ireland we believe input from the sector can provide:

- Robust and reliable sector wide labour market intelligence
- Support and resources for teachers and careers advisors
- Experience of the workplace
- Innovative CEIAG delivery methods.

1.5 For the ICT sector in Northern Ireland, CEIAG was recognised as key to solving problems with the pipeline of talent into the sector and employability. The Bring IT On programme has been running in Northern Ireland since 2008 to address these issues. A key part of the programme is the delivery of CEIAG in schools, supported by a comprehensive website and offline activities for students (aged 14+), teachers, careers advisors and parents.

1.6 Bring IT On has reached over 10,000 students parents and teachers annually with 150 events a year. Key to success is industry and government support

1.7 Overall we believe that CEIAG delivery should be supported and delivered by employers, based on robust LMI and that it should be accessible, and funded on an ongoing basis. Recommendations for action we would like to see are:

- Good careers materials should be based on robust, up to date and sector/occupation focused LMI using Sector Skills Councils as the key source of sector-based intelligence
- CEIAG is supported by employer provided resources and uses innovative methods of delivery, with employer, HE and FE engagement in delivery.
- Longer term funding commitments for CEIAG delivery partners to ensure continuity
- Teachers and careers advisors should have an allocated day release for careers CPD to overcome current barriers.

2.0 Introduction to e-skills UK

2.1 This response has been produced by e-skills UK, the Sector Skills Council for Business and Information Technology.

2.2 e-skills UK works on behalf of employers to ensure the UK has the technology skills it needs to succeed in a global economy. Our work covers the areas of software, internet and web, IT services, Telecommunications and business change, with responsibility for the skills of the 1.5 million strong IT & Telecoms workforce across the UK, and for IT-related skills needs across the economy.

2.3 We are an employer-led, not-for-profit company, and were rated as 'outstanding' in the re-licensing review of all Sector Skills Councils by the National Audit Office (NAO) and UKCES.

2.4 Focused on making the biggest contribution to enterprise, jobs and growth across the economy, our three strategic objectives are:

- to inspire future talent
- to support IT professionals
- increase digital capability.

2.5 In partnership with industry and education, we have developed high impact strategic action to Inspire Future Talent – motivating talented students to pursue IT-related careers and better prepare all young people for work in a technology-enabled world. These programmes – Bring IT On, Behind the Screen, Computer Clubs for Girls, Big Ambition and the ITMB degree - provide valuable learning for pupils and resources for teacher development.

2.6 Our response to this inquiry has been informed by our research and our ongoing work with employers in the sector in Northern Ireland. A list of our Board member companies and those that work with us on our programmes in Northern Ireland included in Annex B of our response.

2.7 We have only responded to areas of this inquiry which matter most to IT & Telecoms employers and where we have expertise to offer. We hope our response will provide valuable input to the Committee enquiry.

2.8 We do not wish to be considered to give oral evidence to the Committee but if further evidence or explanation is required please contact Mark Feeney, Manager for Northern Ireland, mark.feeney@e-skills.com, 07940 736552.

3.0 Response to issues raised

3.1 In this part of our response we have addressed the issues raised in the Terms of reference of the Inquiry (See Annex A). Our response focuses mainly on our experience of resources and methods that prove successful in the delivery of CEIAG in Northern Ireland.

Inconsistencies / issues in the delivery of CEIAG - Provision of CEIAG delivery in primary and post primary schools, FE and HE

3.2 Our experience of the issues with provision of CEIAG in primary, post-primary, FE and HE in Northern Ireland leads us to believe that:

- CEIAG should be based on up to date and sector based labour market intelligence that provides a current and future 'whole sector' view and aggregates employer demand. This makes it easier for schools, employers and universities to engage using the same evidence base.
- Teacher and careers advisors need more support and industry provided resources to develop the knowledge and skills required to deliver CEIAG,
- There are too few real life role model from industry and lack of school-employer-university engagement as well as a lack of real work experience provision. Employers

and universities are willing to engage with schools and find it easier to do so through a structured programme that delivers impact,

- Students, teachers, careers advisors and parents have limited knowledge of careers and different pathways to those careers and gender stereotypes persist in sectors such as IT,
- Students need to understand the opportunities in Northern Ireland, particularly in the key and growing sectors (identified by the NI Advisor on Employment and Skills and DEL), such as IT.
- They also need to understand how to get there (progression routes) and for students to be provided with up to date and useful information on careers but currently there are too few resources that truly engage young people and CEIAG needs to be delivered in more innovative and appealing ways.

Inconsistencies / issues in the delivery of CEIAG - Delivery of CEIAG, resources available to delivery CEIAG via the education system, methods which may improve delivery

3.3 In 2007 research found that the IT sector in Northern Ireland (a key growth sector) was having problems attracting recruits with the right skills. CEIAG was rightly recognised as key to solving the issues with the pipeline of talent and employability.

3.4 Underpinned by robust LMI, e-skills UK, government partners and the ICT sector in Northern Ireland developed the Bring IT On Campaign which has been running since 2008/9, (albeit funded on a year to year basis). A key part to the programme is the delivery of CEIAG in schools, helping young people, teachers and advisors discover the opportunities an IT careers in Northern Ireland has. The project also aims to raise employer investment in the development of young people and their contribution to CEIAG.

3.5 Outlined below are some of the key features of the Bring IT On programme. We would suggest that these resources and methods show the power and impact of employer engagement in CEIAG in Northern Ireland and would recommend that CEIAG is centred around employer provided resources and sector LMI.

3.6 Progress reports for 2009, 2010 and 2011 can be found in Annex C, should you require more information. The report for 2012 is forthcoming.

Case Study on Sector-Backed CEIAG

Bring IT On – the home of Northern Ireland IT careers information

A combination of online and offline resources, Bring IT On, aims to get 14-19 year olds excited about IT careers by showing them how technology impacts their daily lives. It also shows how the wealth of IT career opportunities in Northern Ireland makes it a rewarding career choice.

Material for the website is provided by companies in the ICT sector in NI and uses company case studies and individual role models. The website provides dedicated resources for teachers and Parents/Guardians as well providing information and advice to individuals on making the right choices and opportunities available. Offline events include:

- **University open days**: helping 17-18 year olds find out more about IT degree programmes.
- **Regional Bring IT On events**: a full day of interactive tasks designed to give 14-16 year olds and their teachers a better idea of what a digital career involves.
- **University awareness events**: career information for students who chose an ICT course on their UCAS form, or students who are finishing the first year of their degree.
- **In-school events**: similar to regional events, but for groups of schools.
- **Individual school engagement**: an introduction to technology careers for 17-18 year olds. Priority is given to learners and schools that don't traditionally participate in Bring IT On.
- **National IT Skills events**: a day-long event that gives 17-18 year olds a look at the rewards of an IT career.
- **Teacher update days**: leading IT employers give career and technology information to A-Level ICT teachers.
- **Career connections**: careers talks, stands and presentations given at the request of local schools, Business Employer Partnerships and Area Learning Communities.

In addition, the programme provides an ICT Snapshot of labour market intelligence to underpin all activities and provide up to date labour market intelligence.

Impact:

The Bring IT On programme has reached over 10,000 students, parents, and teachers annually with 150 events a year. The website expands our reach even further, helping us to increase the numbers of young people interested in technology careers. A snapshot of results realised at the end of 2011 (year 3) shows:

- 17,488 unique visits to the Bring It On website (www.bringitonni.info) with over 53,000 page views
- Two National ICT Events in Belfast and the North West reaching over 1,050 learners and 40 teachers
- 100,000 brochures advertising the National ICT days distributed through the Belfast Telegraph
- 120 individual school careers talks to 80 schools across NI
- Over 3,000 learners engaged at 7 university open days
- 1,530 learners, parents and guardians engaged through university open days
- Over 8,500 learners reached through bespoke Bring IT On events and partnership careers attractiveness events
- An increase in the quality of students enrolling at Queen's University and University of Ulster

"The Bring IT On campaign introduces students to both the academic and professional world of IT in an exciting and entertaining way. It has not only helped to increase the number of applications to IT courses in the University but has enabled the applicants to make a more informed choice about the specific IT course they will undertake and the career that it will eventually lead to." Professor Stan Scott Head of School of Electronics, Electrical Engineering and Computer Science, Queen's University Belfast.

Similarities and differences in NI Careers Service provision between Urban and Rural areas such as availability of Careers Advisors and accessibility to CEIAG series

3.7 Our only comment on provision and accessibility would be to highlight the successfulness of our online BringITOn programme (www.bringitonni.info) in increasing accessibility.

The impact of budget cuts on the delivery of CEIAG across Northern Ireland

3.8 Our experience of providing CEIAG resources and delivering CEIAG in schools, whilst supported by government departments and agencies, is that is it extremely difficult to secure funding, plan and deliver a successful programme in the course of 12 months. What tends to happen is that delivery gets compressed into 3-6 months. One of the dangers of this is that CEIAG needs to be timed right so that students have the right information at the right time to enable them to make subject, learning and careers decisions. Our recommendation would be that CEIAG delivery partners require longer term funding commitments (e.g. a 5 year plan for delivery).

Assess the process of professionalization of those who delivery CEIAG, particularly in post primary schools and colleges include what training is available and how accessible it is.

3.9 The e-skills UK Bring IT On programme delivered teacher and careers upskilling in 2009 and 2010 and off-site National ICT days. One of the barriers faced was in cost recovery for teacher day release. Our project relied on goodwill from the school in release from work. Our recommendation would be that teachers and careers advisors should have an allocated day release for careers CPD.

3.10 e-skills UK has developed careers fact sheets in collaboration with DEL careers service. These 2 page summary careers factsheets for use by Careers advisors were first produced in 2009 with minimal funding and updated free of charge in March 2011. Using sector Labour Market Intelligence, these factsheets were produced to a standard format, covering the major sectors of the economy. Feedback from DEL suggests the factsheets were invaluable to careers advisors and their clients. 280 IT sector factsheets were disseminated to post primary schools in NI and nearly 9,000 factsheets (all sectors) were downloaded between June 2010 and May 2011. However, these factsheets have not been updated.

3.13 As part of the Bring IT On programme we ensure that robust Northern Ireland LMI is collected. As well as using nationally available sources we engage employers in the sector ensuring the LMI reflects local needs, both current and future. This LMI is used to underpin CEIAG, showing where the jobs actually are.

3.14 Our recommendation would be that good careers materials should be based on robust, up to date and sector/occupation focused LMI using Sector Skills Councils as the key source of sector-based intelligence.

Annex A – Committee Terms of reference

Committee Terms of Reference

- Investigate and identify any inconsistencies/issues in the delivery of CEIAG, including:
  - Provision of CEIAG delivery in primary and post primary schools, further education and higher education– may include consideration of the role of CEIAG in the Curriculum, delivery of CEIAG resources available to deliver CEIAG via the education system and methods which may improve delivery;
  - Similarities and differences in Northern Ireland Careers Service provision between Urban and Rural areas, such as availability of Careers Advisers and accessibility to CEIAG services; and
  - The impact of the budget cuts on the delivery of CEIAG across Northern Ireland.
- Assess the process of professionalisation of those who deliver CEIAG, particularly in post primary schools & colleges including what training is available and how accessible it is; and
- Report to the Assembly with full findings, conclusions and recommendations on how policies, procedures and practices can be improved in order to maximise the delivery of CEIAG to stakeholders to the benefit of Individuals, the Region and the Economy of Northern Ireland.

Annex B – Employer Board for Northern Ireland

The e-skills UK Employer Board for Northern Ireland is in charge of making sure Northern Ireland gets technology skills it needs to succeed.

The Board comprises:

- David Mawhinney - (Chair) Managing Director, Equiniti ICS Limited
- John Patrick Healy - Senior Vice President, Head of ICG Technology,Citi
- Angela Canavan - Chief Operations Officer, Asidua
- Joy Chambers - Workforce Solutions Area Leader, Allstate
- William Hamilton - Managing Director, Liberty IT
- Mike Crowe - Head of Applications & Managed Services, Fujitsu
- Paul Hamill - Director of Operations, Kainos
- Ian Graham - Chief Executive Officer, Momentum
- Ben Greene - Director, SAP
- Andy Ross - Chief Executive Officer, Northgate Managed Services

Annex C – Bring IT ON progress reports

The table below shows a summary of impact for 2009-2011.

Individual progress reports for 2009, 2010 and 2011 can be found here:

- Download the ICT Future Skills 2009 progress report
- Download the ICT Future Skills 2010 progress report
- Download the ICT Future Skills 2011 progress report

Results: Comparative 2008/09 - 2010/11

Activity	2008/2009 Results	2009/2010 Results	2010/2011 Results
Skills Research	• 300 companies surveyed as part of the 'NI snapshot' and results published in May 2009.	• 300 companies surveyed as part of the 'NI snapshot' and results published in Jan 2010. • The Research Study on High-Level Skill Needs in NI ICT Sector was published in November 2009. • Technology Counts IT and Telecoms Insights 2010 was published in March 2010.	• Over 300 companies surveyed as part of the 'NI Snapshot' and results published in Jan 2011. • Technology Insights published in March 2011.
Skills support for NI ICT industry	• A Higher Education / Industry workshop held in October 2008.	• 95 people employed in ICT industry through Bridge to Employment activities. • 3 College-run programmes (Programming, .Net and Digital Animation) delivered to 84 participants.	• Participation in a CCEA workgroup for new development of GCE in Software Development. • Joint employer/stakeholder best practice meeting with 14 employers and key stakeholders.
Advertising campaign	• Estimated campaign reach across all media was 98% including television coverage estimated to have reached 81% of the adult population. • 55% of teenagers (14-18) and 40% of parents interviewed following the campaign were aware of the advert.	• Estimated campaign reach across all media was 98% including television coverage estimated to have reached 84% of the adult population. • 66% of 14-18 year olds and 38 % of parents interviewed following the campaign were aware of the advertising campaign.	• Not continued for 2010/11.
PR campaign	• 50 articles published in the press.	• 60+ articles published in the press. • BBC Newsline broadcast live from the 'FemininITy' conference.	• 257 articles were issued and 81 were published. • 100,000 copies of sector profile brochure disseminated through Belfast Telegraph.
Bring IT On Website	• 11,000 unique visits. • Average user spent 7 minutes on the site.	• There were 15,132 unique visits to the Bring IT On website between June 2009 – March 2010 with 71,480 page views during the same period. • Average user spent 3.03 minutes on the site.	• 17,488 unique visits to the Bring IT On website between April 2010 and March 2011. • 53,566 page views during the same period. • Average user spent 4.0 minutes on the site.
Careers Advisers/ Careers Teachers	• 200 careers teachers engaged through conferences and events.	• Over 220 teachers engaged through conferences and events delivered with partnership bodies. • Employer based STEM events at Fujitsu and Allstate in February & March 2010 and promotional materials distributed to all careers teachers through the regional STEM advisors.	• Over 230 teachers engaged through conferences and events with partnership bodies. • Partnering with LSDA and NYSE in delivery of careers attractiveness event for 25 teachers.
School Engagement 14-18 year olds	• 2000 students reached through Business Education Partnerships and CCEA employability Festivals. • 1000 students participated in Bring IT On workshops and other school events.	• 5000+ students reached through Business Education Partnerships and CCEA employability festivals. • 2000 students participated in Bring IT On workshops and other school events.	• Over 7,000 reached careers connections events. • 1,820 students participated in Bring IT On workshops and other school events. • 5,000 learners engaged through individual school engagement. • 1,053 learners engaged with through two National ICT events.
University Outreach	• 500 new registrations on the Bring IT On website as a result of attendance at the University open days. • All computing campuses held a Bring IT On exhibition at their open days. • 200 students who had applied for computing courses heard a Bring IT On presentation at the University open evenings.	• 1000 registrations on the Bring IT On website as a result of attendance at the University Open Days. • All computing campuses held a Bring IT On exhibition at their open days. • 1,450 students (and their parents) who had applied for computing courses heard a Bring IT On presentation at the University open evenings.	• 3,000 email addresses captured as result of attendance at University Open Days. • All computing campuses held a Bring IT On exhibition at their open days. • 1,530 students and parents who had applied for computing courses heard a Bring IT On presentation at the University open evenings.
UCAS Applications for Computing & ICT Undergraduate programmes	• University of Ulster 2,193. • Queen's University 1,514.	• University of Ulster 2,811. • Queens University 1,759*.	• University of Ulster 2,906. • Queen's University 1,697.

Education Guidance Service for Adults

23 August 2012

Executive Summary

Introduction

1 **EGSA** (Educational Guidance Service for Adults) was established in 1967 to provide independent, impartial, educational and career guidance to adults and in particular to provide information, advice and guidance to enable those with few or no qualifications to return to learning and to enter or progress in the workplace. The organisation was core funded by the Department of Education, DFHETE and subsequently DEL from 1970 until 2010, delivering a range of services in support of DEL's Lifelong Learning, Essential Skills and Skills strategies. Work included providing educational and career guidance to adults, providing an Essential Skills referral service and the establishment of a NI wide network of practitioners and advocates working in the area of adult guidance. Core funding from government ended in 2010 when the relationship with DEL changed to a three year service level agreement (SLA).

2 In 2004 EGSA, seen as a trailblazer for the establishment of adult guidance across the UK, was one of the first organisations in NI to gain matrix accreditation – the national standard for any organisation that delivers information, advice and/or guidance on learning and work. EGSA was re-accredited in 2007 and 2010. EGSA's expertise has also been acknowledged through National Training Awards (2005 and 2008) and National Career Awards (2007 and 2009) and the organisation has been recognised as an Investor in People since 2006.

3 EGSA's response to the original CEIAG strategy consultation highlighted among other things, the need to recognise the specialist nature of adult guidance and the importance of using guidance as a way to tackle social exclusion by empowering those with few or no qualifications to engage in learning and enter or progress in the workplace. As is pointed out in DEL's Skills Strategy, over 75% of the 2020 workforce have already completed their compulsory school education. Therefore in order to build a skilled workforce the specific educational and career needs of adults, especially those with few or no qualifications, should not be overlooked.

4 While we appreciate due to timescales that the terms of reference of this Inquiry are limited, we would like to make representation on two areas where we feel the strategy is failing to meet the needs of adult learners and those who support them:

4.1 Inconsistencies in the delivery of CEIAG and failing to meet the needs of target groups such as the unemployed and those living in rural and urban areas - we will specifically address the needs of those facing social exclusion.

4.2 Barriers faced by those wishing to access the service and those who deliver it – we will specifically address the lack of specialist advice on finance for learning and the loss of the resources that existed to provide continuous professional development and specialist advice to student support and career staff in regional colleges and across the wider advice sector.

Recommendations

Inconsistencies in the delivery of CEIAG and failing to meet the needs of target groups such as the unemployed and those living in rural and urban areas

5 In order to effectively deliver Key Actions 13 and 14 of the CEIAG strategy, outreach educational and careers guidance to socially excluded adults should be made available to all those who need it, regardless of geographical location, and delivered by specialist careers and educational guidance advisers with expertise and experience of helping adults overcome barriers to learning:

5.1 In order to provide equitable access this service should be made available to all adults who have not reached the Level 2 qualification threshold as set out in Strategic Goal 1 of the 2011 DEL Skills Strategy.

5.2 It is vital that access to support to engage adults in learning and work should not be subject to a postcode lottery.

Barriers faced by those wishing to access the service and those who deliver it

6 Specialist advice and guidance on finance for learning should be provided to support adult learners seeking to engage in further and higher education, particularly in the light of ongoing and forthcoming welfare reform. This resource is crucial to help adults make effective decisions on affordability of learning and to help them where necessary choose alternative routes should finance be a barrier to progression.

7 Specialist training and resources are also needed to support the continuing professional development of careers advisers and student support staff in further and higher education institutions and across the wider advice sector to enable them to deliver accurate information and advice to adult learners.

8 EGSA would welcome the opportunity to meet with the committee to provide verbal evidence to support the recommendations above and provide further information as required.

Background

Inconsistencies in the delivery of CEIAG and failing to meet the needs of target groups such as the unemployed and those living in rural and urban areas

9 In the CEIAG strategy section 'A Particular Focus on Social Exclusion' paragraph 6.7.13 states that DEL will tender for services to deliver:

- Careers guidance for adults with limited or no qualifications
- Networking with community based organisations to raise aspirations and introduce adults to career planning
- Support for careers guidance in the workplace

10 However in the SLA with EGSA devised to deliver this work, 'hard to reach' adults are defined by DEL as those living in Neighbourhood Renewal (NR) areas and careers guidance in the workplace was restricted to those facing redundancy.

11 This significantly impacted on the range of adults and organisations we were able to support, particularly in rural areas. Prior to the SLA we had nine offices supporting access to learning and work across NI. We currently have 3 offices (Belfast, L/Derry and Craigavon). As an independent and impartial organisation the new arrangements presented a very real moral dilemma as it has been extremely difficult for us to refuse help to some groups and individuals while offering it others. We strongly believe in the need to give adults, many of whom struggle with literacy or had a poor experience at school, a second chance at learning. Many of the adults we work with do not see themselves as learners or as having a career. Our understanding of the focus on social inclusion in paragraphs 6.7.11 – 6.7.13 of the CEIAG

strategy was that there was a need to raise aspirations and provide guidance to all socially excluded adults, not just those who win in the postcode lottery.

12 Funding and delivery outputs for the service were significantly reduced under the new arrangement. In 2008-9, the final full year of work before the new agreement, EGSA delivered 10,865 group and one to one interventions. Following the new agreement in the year 2010 – 2011, this number reduced significantly to 4,066 interventions.

Testimonials illustrating the impact the restriction in provision has had on organisations and individuals:

13 **Focus on Family Nurturing & Development Centre, Ballysally, Coleraine**
Our primary focus is on delivery of services for local residents of the Ballysally/Millburn areas but we do also have a significant number of participants attending from outside this area. The reality is we just didn't get the uptake from the NR participants but would have been able to proceed with the programme had we been allowed some leeway to engage with participants from further afield. We had several enquiries but had to turn them down on this occasion due to their postcode.

14 Obviously, we would like to support as many people as possible and find this stipulation on NR areas only to be prohibitive. There was a suggestion that perhaps our organisation could pay a fee for participants from outside the local NR areas but at the present time, we just simply do not have any available budgets that could support this and the background of the people that we would aim to engage with would mean that they themselves could not pay either. We would request that the restriction to NR area participants only be re-considered.

15 **Waterside Women's Centre, Derry**
I would like to take this opportunity to thank you for your help and support during this last academic year. However it is most disappointing that this service could only be offered free of charge to those women who lived in NR areas. In our experience, having worked with women from this area for many years, it is impossible to segregate those facing social, educational and employment disadvantage to only areas designated as NR.

16 The reality is that there are many women outside these areas who are extremely disadvantaged and I believe have as much right to benefit from the excellent services provided by EGSA. By excluding them from participating, their situation is compounded and their level of exclusion even greater. We are not in the business of discriminating against people because of their postcode. I do hope that this situation can be rectified in the future and that all learners irrespective of where they live can benefit from the support and guidance services of EGSA.

17 **Farm Family Options Agricultural Business Mentoring Programme**
Countryside Agri-Rural Partnership

The Farm Family Options Mentoring Programme aims to support farm families to identify options and opportunities for the future of their farm business and family. The mentoring process incorporates addressing training and development needs within the farm family and the services which EGSA provides have been a valuable provision for referral of many of our clients, in particular those who have required advice and guidance to identify individual courses and financial support for training.

18 In recent months, the service provision offered by EGSA has become less appealing to our clients as it is no longer free and this is a common barrier related to addressing learning within the farming sector. The nature of the agricultural industry is rapidly changing and, consequently, so are the attitudes towards the importance of training and development. It is important that a service exists which encourages and facilitates this change.

19 Other examples of client groups we had worked with before the implementation of the CEIAG Strategy and are no longer able to support due to postcode restrictions include:

19.1 **Criminal Justice**

- Magilligan Prison - we provided regular group and individual guidance to prisoners
- NIACRO - previously supported service users at NIACRO's 'Meet the Employer' events, as well as accepting referrals. Now can only support 'eligible' clients

19.2 **NEETS**

- Prince's Trust – We had a strong partnership in Cookstown which is not an NR town and in Craigavon where only some areas are NR

19.3 **Mental Health**

- We provided regular one to one and group guidance sessions to patients recovering from mental ill health in Holywell Hospital Antrim
- Occupational Therapists – we received regular referrals for one to one guidance, supporting rehabilitation through engagement in learning and return to work.

19.4 **Surestart**

- Omagh - we have delivered individual and group sessions to parents but while the Surestart Centres were based in NR areas in Omagh, eg Hospital Road, Strathroy, the majority of participants did not have NR postcodes but had the same demographic and needs as those who did have. This was frustrating.
- Derry - Shantallow Surestart: we delivered group sessions to parents and while this was received positively and we had large groups, there were limited numbers of eligible NR participants for our criteria, but yet those in attendance matched the criteria for the restricted entry to Surestart.

  Ballymagroarty Little Hands Surestart - again, invited and attended a couple of guidance clinics and delivered a 3 week programme scheduled for volunteers and parents. There was very low attendance at the clinics despite continuous reminders to people and of those attending as few had NR postcodes but had equal need. This was reiterated on various occasions to the co-ordinator, who had thought because of their SureStart restricted demographic catchment, it would match our NR postcode restriction.
- We have had also had to turn away Surestart groups in areas such as Lisnaskea, Newtownbutler and Donemana.

Recommendation

Social inclusion and inconsistency in provision across rural and urban areas

20 In order to effectively deliver Key Actions 13 and 14 of the CEIAG strategy, outreach educational and careers guidance to socially excluded adults should be made available to all those who need it regardless of geographical location and delivered by specialist careers and educational guidance advisers with expertise and experience of helping adults overcome barriers to learning:

20.1 In order to provide equitable access this service should be made available to all adults who have not reached the Level 2 qualification threshold as set out in Strategic Goal 1 of the 2011 DEL Skills Strategy.

20.2 It is vital that access to support to engage adults in learning and work should not be subject to a postcode lottery.

Advice on Finance for Learning

21 Finance for learning is a major barrier facing adults wishing to embark on a course of study to support career advancement. In our experience many adults face difficulty in interpreting the information on funding available to support learning and, for example, how it might impact on entitlement to benefits. The situation for adults is much more complex than that of school leavers as they are likely to have additional responsibilities including dependents, mortgage payments and other liabilities. EGSA has always advocated the importance of providing specialist independent advice on finance for learning in order to help adults overcome this barrier and widen participation in FE/HE.

22 Adults need advice to help them source the funding required and be clear on how this impacts on their personal finances. For others, however, affording full-time education will not be possible and educational guidance will be a crucial element of the advice needed to help the learner achieve their career goal where possible by an alternative route e.g. part time rather than full time provision or FE college rather than university route. For others for example it may mean exploring early years qualifications rather than teaching but it is important that dreams are not dashed and that adults who aspire to a career in a particular field are provided with financial and educational advice to enable them to advance their learning and career aspirations.

23 The importance of finance for learning advice was recognised in the DE Lifelong Learning Strategy (1999) when resources were made available for an Adult Learner Finance Project (ALFP) delivered by EGSA in partnership with NUS/USI. The service delivered the following:

23.1 Information and advice on financial support available for learning to adult learners/ mature students and their advisers including:

- Further and Higher Education
- Postgraduate Study
- Community based and other types of provision

23.2 This included

- statutory and discretionary funding for learning
- social security benefits
- alternative sources of funding such as bursaries and trusts

23.3 Accredited training programme - to provide careers advisers and student support officers with a qualification in student finance

23.4 Advisory committee - This forum had a wide range of representatives from the ELBs, FE and HE sector, DEL and other specific groups, such as RNID. The project reported on work in progress and provided support on policy issues.

23.5 Student Support Forum - comprised student finance officers from all FE colleges as well as representatives from DEL and LSDA.

23.6 Resources for career practitioners - including a website, factsheets and the annual 'Students and Benefits' guide published in conjunction with the Law Centre NI.

24 DEL discontinued the funding for this service in 2009 however the demand for the service is still very much evident. While EGSA was able to offer adhoc support to a small number of individuals through our financial capability project (funded by Lloyds Banking Group) last year, the loss of the service in providing professional development, resources and specialist advice to student finance officers and careers advisers in the FE and wider advice sector is evident in the requests for support we continue to receive.

Barriers faced by adults seeking advice

25 **Noirin**
When Noirin from Omagh contacted EGSA she was a full time carer for her husband. She was interested in studying for a degree full time and wanted to know how full time study would impact on her benefits and other commitments, such as her mortgage repayments. She had been recommended to contact EGSA by a friend who had used our services previously and said she wouldn't have known where to turn without this referral.

26 The EGSA adviser explored her options for returning to study, and compared what funding support was available for both full and part time courses and how this could affect her benefits. Noirin decided to apply for a full time degree course and will be starting in September.

27 Noirin said:"*Thank you for all your help with my enquiry about student finance and returning to full time education. The information you gave me was invaluable and allowed me to make an informed decision on the best route to take when returning to study. Your organisation was the only one that was able to answer my query as other government organisations did not know what my entitlements would be. Thanks to your help, I am now starting a degree full time in September."*

28 **Eva**
Eva (22) currently works part time and is a single parent with two children. She contacted EGSA to find out what financial support would be available to her if she decided to enrol on a full time access course. She had previously been told by her local college that she wasn't eligible for any funding support and had been advised to contact EGSA. She told the EGSA adviser that she had spent hours trying to source relevant information and working out calculations but didn't feel like she was getting anywhere. Eva felt confused and frustrated and needed to speak to someone to clarify the information and to feel more confident about making a decision.

29 EGSA gave Eva advice about potential sources of funding for full time further education, her entitlement to benefits once she becomes a full time student and any help towards childcare costs. Now that Eva is clear on her entitlement to financial support she is planning to start a course in September. Eva felt that speaking to EGSA gave her the confidence to apply for courses and pursue her career plans. She felt that she would not have been able to do this without EGSA's help.

30 **Colleen**
Colleen is a single parent with a 7 year old child. She is currently a full time student at university. She approached her local Social Security office at the end of the summer term to make a claim for Job Seekers' Allowance (JSA) and was told that she was not eligible to make a claim. She was also informed that the student loans and grants she was receiving during her course were intended to be used as financial support over the entire year, including the summer vacation, and that her Parents' Learning Allowance and Special Support Grant were viewed as income.

31 The information given to Colleen is incorrect as:

- lone parents in full time education can claim JSA during the summer vacation as long as they are available for work and meet the other basic rules
- the student support package is calculated to provide support during term time only
- Parents' Learning Allowance and Special Support Grant are not taken into account for benefit purposes

32 After speaking to the EGSA adviser, who informed her of her correct entitlement, Colleen is now considering an appeal to the Social Security Agency.

Further information

33 Further information on the work of EGSA can be found on our website www.egsa.org.uk. Please feel free to contact me if you require clarification or additional information on any of the issues put forward in this response. EGSA's Board of Directors would welcome the opportunity to meet with the Committee to provide further background and information.

Ann Osborne

Chief Executive

Martin Howell

Chair, EGSA Board of Directors

GEMS Northern Ireland

Preamble

GEMS NI Established a working group of CIAG Practitioners to respond to the Inquiry; The working group reflected CIAG practice experience with unemployed client groups (adults of working age including minority ethnic clients, young people identified as NEET, returners and older people) and previous practice experience with young people in secondary education. **Note 1**: GEMS NI is the Northern Ireland link for the Institute of Careers Guidance and we are the only NGO supporting learning placements (including assessors) for student (PGCCG) Careers Officers (University of Ulster, Magee) offering the broader CEIAG experience through our range of programmes. We believe that further consideration needs to be given to the role of organisations such as GEMS NI who can provide complimentary expertise in the delivery of CEIAG particularly, but not exclusively in relation to adult clients/customers. **Note 2**: In our older persons employability project this year 6 referrals were received from the Careers Service and 80 from Jobs and Benefits offices.

In response to the terms of reference set out for the Inquiry into CEIAG in Northern Ireland we made the following recommendations:

1&2 Investigate and identify any inconsistencies/issues in the delivery of CEIG including:

2. Provision of CIEAG delivery in primary and post primary schools, further education and higher education – may include consideration of role of CIEAG in the Curriculum, delivery of CIEAG resources available to deliver CEIG via the education system and methods which may improve the delivery.

1. CIEAG is not weighted with the same importance as other core curriculum subjects. Our working group pointed out that since the objective of engaging with education is to gain qualifications and training towards a job goal would it be advisable/cost effective to direct this effort/expenditure in line with career and labour market indicators.

2. CIEAG should be introduced post primary year 6 and year 7 e.g. taster days, field trips, employer visits, work experience

3. As it stands a designated teacher with higher priority teaching commitments is unable and under resourced to provide up to date and impartial advice. This teacher does not provide training, is unable to avail of networking events and seminars.

4. Due to excessive case loads careers advisors may be unable to fulfil their remit

5. Careers advisors are currently spread too thin. Their case load is unrealistic and their current means of initial assessment in out dated and inaccurate. Staff can appear de motivated as their targets are unrealistic and their information on current opportunities, resources and methodology is undervalued underfunded and out of touch.

6. That Careers advice in schools, further and higher education should fall solely under the remit of DENI.

7. Careers within the Adult population/wider community to be the remit of DEL the 2 branches of CIEAG provision working across the departments. This would see the withdrawal of the Careers Service from schools and the replacement formulated by DENI; Careers Service staff to be utilised within the community to engage with

the population in a more mutually beneficial way linking up with JBO's and existing provision.

8. That Careers becomes a compulsory subject i.e. Learning For Life and Work become a robust and relevant subject as opposed to a softer alternative.

9. Careers to be coupled with citizenship,

10. The demographic of the GEMS client base would indicate that due to an under resourcing of the Careers Service, it is unable to provide an all age service

11. 50+ population have redundant skills from industry that no longer exists in NI. This could result in a new age bracket within the NEET group.

12. Within further and higher education careers counselling should form a key role in student pastoral care. Young people are leaving FE and HE with no concept of the working world and its expectations. Course and places at FE and HE should be informed by industry trends to prevent rising numbers of graduate JSA claimants

3. Similarities and differences in Northern Ireland Careers service provision between urban and rural areas, such as availability of Careers Advisers and accessibility to CEIG services.

1. AT NI wide careers events GEMS NI have redirected clients to their own local JBO and careers office because the people were outside of out geographical area.

2. Currently GEMS NI receive referrals from Newtownabbey, Lisburn, Ballymoney, Bangor, Newtownards, Saintfield and Carryduff. Why are these customers not attending their local Careers Service office?

4. The impact of budget cuts on the delivery of CEIAG across Northern Ireland

1. If services are currently not meeting the needs of our population the affects of further cuts would stretch across the entire demographic of Northern Ireland. Who then would support the growing NEET population and work with vulnerable groups who are reliant upon community based service?

2. We require a Careers service that will meet the needs of an aging population who will statistically change careers 5 times during their working life.

5. Assess the process of professionalism of those who deliver CEIAG particularly in post primary schools and colleges including what training is available and how accessible it is.

1. Education and training for this is not accessible. The Postgraduate diploma is only available in UU Magee on a full time basis and is therefore not available to those already in the role in NGO sector wishing to seek accreditation. Consideration is needed on developing a range of routes to developing competence at entry level and further professional development. Increased emphasis is required on "all age" CEIAG

GEMS Northern Ireland - Additional submission

Additional Submission to the Department for Employment and Learning Committee Enquiry: CEIAG in N. Ireland

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ANNEX

In developing this additional submission, we have reviewed the following documents/resources:

Rethinking Education: Investing in Skills for a better socio-economic outcome Communication from the Commission to the European Parliament, The Council, The European Economic and Social Committee and Committee of the Regions COM (2012) 669 Final;

Independent and Impartial Careers Education and Advice: Myth or Reality? Employment and Skills Partnership Alliance meeting summary report February 2011 Chris Evans and Dr. Andrew Dean, Marchmont Observatory, University of Exeter

Careers Education in the Danish Primary and Lower Secondary School Danish Agency for International Education Fact Sheet February 2011

Parental Involvement in CEIAG Government Office for London March 2010
Practical Matters: what young people think about vocational education in the Netherlands City and Guilds Centre for Skills Development June 2011

Report on Effective Career Guidance European Network Career Guide for Schools a Socrates, Comenius Project 2008

ENTREPRENEURSHIP EDUCATION IN SECONDARY SCHOOLS
Education systems, teaching methods and best practice – a survey of Austria, Finland, France, Germany, Italy, Spain, Sweden Institute for Small Business Management & Entrepreneurship WU Vienna University of Economics and Business Augasse 2-6, 1090 Vienna, Austria

Supporting Europe's aspiring entrepreneurs Policy and practice to harness future potential European Centre for the Development of Vocational Training Guidance CEDEFOP Research paper No.14 Luxembourg: Publications Office of the European Union, 2011

Euro Guidance Network: http://www.euroguidance.net/ information on guidance in 21 European Countries

Ontario Ministry of Education http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance.html

Career Guidance: a resource handbook for low- and middle-income countries ILO Skills and Employability Department, Geneva 2006

Professionalising career guidance Practitioner competences and qualification routes in Europe Cedefop panorama series; 164 Luxembourg: Office for Official Publications of the European Communities, 2009

Careers Profession Task Force, Towards a Strong Careers Profession Independent report to the Department for Education Chaired by Dame Ruth Silver, 2010

Careers Guidance for Young People Written evidence submitted by Creative & Cultural Skills UK Parliament Hansard: Session 2012-13

Preparing for Success Careers Education Information Advice and Guidance, Department for Employment and Learning

Preparing for Success a Guide to developing effective career decision makers Department for Education, Northern Ireland

PREPARING FOR SUCCESS IMPLEMENTATION REPORT Department For employment and Learning, Department for Education, Northern Ireland March 2011

Transforming Education, Transforming Lives: A Path toward Next Generation Learning; the Cisco Connected Insight Series October 2009

Statutory Guidance for schools on Impartial Careers Education
http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode-=publications&ProductId=DCSF-00978-2009

Quality, Choice and Aspiration - A strategy for young people's information, advice and guidance
http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode-=publications&ProductId=DCSF-00977-2009

http://www.educationandemployers.org/what-we-are-doing/inspiring-the-future/

Labour Market Information (LMI),Information Communications and Technologies (ICT) and Information, Advice and Guidance (IAG)The way forward? UK Commission for Employment and Skills June 2010

SCHOOL CEIAG POLICIES

CEIAG Policy Subject Policy Banbridge High School April 2011

CEIAG Policy De La Salle College, Belfast September 2011

CEIAG Policy Helenswood School October 2012

CEIAG Policy Hastings and St Leonards Academy 2011

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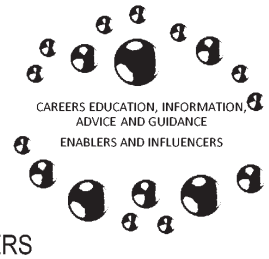
Scope of additional submission

This additional submission reflects the Employment and Learning Committee's request that we provide an additional submission on the CEIAG in Schools and the School as a driver for a partnership involving parents, employers and the wider community. We have also endeavoured to provide a possible model which integrates employability, entrepenurial foundations, labour market information into CEIAG within the school setting.

We note that in this submission we have not included our ideas on how a lifelong CEIAG service can be developed through ehanced routes to qualification in professional CEIAG and a joined up approach to CEIAG delivery which maximises the reach of careers guidance and support to all ages. We would welcome the opportunity to share these ideas with the Committee in the future.



- PARENTS/CARERS
- SCHOOL, SUBJECT TEACHERS , SUPPORT STAFF
- CAREERS SERVICE
- SPECIAL EDUCATIONAL NEEDS SERVICE
  YOUTH SUPPORT SERVICES
- COMMUNITY, VOLUNTARY AND FAITH SECTOR
- SPORTS, CITIZENSHIP AND VOLUNTEERING
- ENTERPRISE AGENCIES
- PRIVATE SECTOR
- TRAINING ORGANISATIONS
- COLLEGES
- MENTORS
- SPECIALIST SERVICES
- YOUTH JUSTICE AND PROBATION SERVICE
- SOCIAL SERVICES
- EMPLOYERS
- GOVERNMENT PROGRAMMES TFS, STW,
- TRADE UNIONS
- SECTOR SKILLS COUNCILS
- EUROPEAN PROGRAMMES
- ADULT GUIDANCE SERVICES

Employability, entrepenurial foundations, labour market information into CEIAG within the school setting

The building blocks for a young person's career self-management skills for example, decision making, self-awareness and self-confidence need to begin at an early age with structured provision within the Primary School curriculum which allows children to explore the world of work. An example is the Danish model which integrates careers education with other taught subjects such as Danish or History; The Danish model supports 3 central knowledge and skill areas:

1. **The Personal Choice**

Sample

Targets after year 3	*Targets after Year 6*	*Targets after Year 9*
Give examples of different people's work days	*Give examples of different people's career paths*	*Explain the interaction between competency development, career and lifelong learning*

2. **Education, Training and Vocations**

Sample

Targets after year 3	*Targets after Year 6*	*Targets after Year 9*
Give examples of jobs and vocations from own immediate environment	*Describe the relationship between education and future employment*	*Express knowledge of the relationship between educational choices and vocational opportunities*

3. **The Labour Market**

Sample

Targets after year 3	*Targets after Year 6*	*Targets after Year 9*
Account for simple production processes	*Describe local businesses with an entrepreneurial background*	*Be familiar with the opportunities to set up and run a business*

These three central knowledge and skills areas are developed through careers education throughout primary and lower secondary school in Denmark with the following aims.

Pupils:

- Develop professional, social and personal competencies
- Make an informed and realistic choice of education or training programmes
- Understand the value of lifelong learning
- Be able to deal with conditions related to education, training, vocations and the labour market

Recommendation 1

We recommend that CEIAG in schools in Northern Ireland should be in place from primary school and integrated into the curriculum in a similar model to that which of the Danish education system. We recommend that this model is explored further as a potential framework to meet the needs of school children in Northern Ireland.

Maximising Parent/Carer Engagement in CEIAG

We believe that parents/carers are fundamental to raising their children's aspirations and making career and education decisions. We further believe that a school embracing a 'think family, think community' approach can help build community capacity and raise aspirations; this is very important in reengaging communities in the value of education. We believe this is more evident in primary schools and that the level of parental engagement notably in neighbourhoods characterised by high social and economic deprivation reduces when their children enter secondary school. We feel that the rapidly changing environment of careers, training options, further education and the world of work is both a challenge for schools and for parents/carers.

Recommendation 2

We recommend that research is undertaken in relation to parental/care-giver engagement in the school curriculum specifically in relation to careers education.

Recommendation 3

Organisations such as GEMS NI and others are ideally placed to support the more effective delivery of CEIAG support, signposting, referral and delivery and promote parent/carer involvement for example through the family support model currently being piloted in Northern Ireland.

Developing an effective 'whole school partnership model; supporting CEIAG partners and enablers: Parents/carers, employers, enterprise and other key stakeholders

> *'....the most effective schools take a "whole school" approach to providing young people with the help and support that they need. They also engage actively with parents/carers (who remain the single most important influence on young people's learning and on their career choices) providing them with the information and advice they need to help their children make well thought out thorough decisions about learning and work' [Statutory Guidance on Impartial Careers Education]*

Supporting Parents/Carers

We believe there is potential to deliver more effective partnership working across agencies involved supporting parents/carers. Voluntary and Community sector organisations, neighbourhood renewal partnerships have the 'local intelligence' and should engage in capacity building support for agencies working with parents/carers specifically in relation to improving their knowledge/skills/resources to support parent/carer engagement with CEIAG.

Recommendation 4

We recommend that parental/carer engagement in CEIAG is given priority and the role of organisations such as GEMS NI in supporting this is recognised and resourced.

Strengthening Business and Enterprise Links

Creating the concrete reality of the world of work is a key contribution that employers can make through partnership with their local school. Generally this is about helping young people to locate their career ideas within a backdrop of the needs of employers today and of the work/employment opportunities that are actually available. The range of ways that employers can support schools/young people includes:

- Work experience
- Workplace visits
- Input to class projects
- Coming in to speak to young people
- Input in enterprise activities
- Apprenticeship opportunities
- Mentoring support
- Online Support
- Sponsoring Activities and students

Research undertaken by Deloitte with the Education and Employers Taskforce noted: 95% of young people agreed that they would like employers to be more involved in providing advice and guidance about careers and jobs;

- *Recalling their experience of the last two years 42% of those surveyed said they had no contact with employers at all, and 40% had contact with between 1-4 employers;*
- *Young people who had been in contact with four or more employers in the last 2 years of school were nearly twice as likely to believe that they had a good idea of the knowledge and skills needed for the jobs they wanted to do;*
- *Despite the downturn nearly half (48%) of the organisations surveyed believed they had increased their involvement in schools over the last 2 years, and around half (44%) had aspirations to do more.*

Involving Employers in CEIAG

Young People	Schools/Teachers	Employers
Access to working people and career insights from working professionals	contact with employers and the opportunity to develop sustainable relationships	Mechanism to work sustainably with schools in a wide range of activities that support learning, progression
Face to Face access to employers	employee volunteers for enterprise activities, mentoring and a range of	An effective means of supporting corporate social responsibility
Opportunity for an employer mentor	access to employers to help with careers information, advice and	staff development opportunities,
Work experience opportunities	Potential for teacher in industry placement	Local volunteering opportunities with young people
Space to discuss aspirations and ideas with a 'neutral' adult	Access to networks of employers and industry/sector institutions	Apprenticeship pathways

Recommendation 5

We recommend that schools linkage with business and enterprise is strengthened to reflect the importance of strong connections with employers and the world of work. We suggest that the CBI, Business in the Community, NICVA and CO3 should be asked to identify a model for employer engagement in schools.

Labour Market Information (LMI)

A labour market refers to where employers (the demand side) and potential sellers (the supply side) exchange labour, with accurate, current information being highly important to its smooth operation. The term 'labour market information' (LMI) isn't' just about information on the supply and demand of labour. It is now generally used to include any information that relates to the operation of markets for learning, skills, employment, labour and their relationship to the wider economy

CEIAG Practitioners and LMI

The CEIAG practitioner perspective on what is required from LMI for the careers guidance process is very important; a smaller scale study by Offer 2001, p.78 49: noted experienced advisers revealed different six types of LMI that was needed:

1. „The demand for labour (how easy is it to get a job in this occupation, industry, and role?);
2. „Progression routes, career structure and earnings (what are the prospects?);
3. „Geographical availability (how available is this in my travel-to-work area?);
4. „Overall trends (is employment on the increase in this occupation or industry?);
5. „Transferability (will I be able to transfer the competences and skills developed in this industry, should job opportunities decrease?);
6. „Recruitment and selection methods (where and how do people get jobs in this industry?).

We believe that access to LMI is central to supporting young people in making their career choices.

We also believe that such information and the informed discussion emerging from it needs to be delivered as impartially as possible. We are of the view that 'local works best' in relation to the provision of accurate and current LMI and that its very nature means that teachers alone cannot provide LMI even with the support of on-line tools.

It is therefore our view that LMI should be provided by a CEIAG professional who is close to the local labour market, to local labour market intelligence and employers recruitment methods and opportunities.

Recommendation 6

We recommend that LMI to schools, young people and their parents/carers is provided by a network of CEIAG organisations/practitioners (DEL Careers Service and other CEIAG professionals/organisations) within the whole school partnership model. We further recommend that organisations such as GEMS NI are ideally placed to support this; and note there are resource implications involved.

Concluding Comments

We trust the information in the foregoing will be of benefit to the Committee and its findings; we would be pleased to discuss its content further if required.

For and on behalf of the GEMS NI CEIAG working group

Susan Russam

Susan Russam MBE, Chief Executive

Include Youth

23 August 2012

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1.0 Who Include Youth is

1.1 Include Youth is an independent nongovernmental organisation that actively promotes the rights, best interests of and best practice with disadvantaged and vulnerable children and young people. The young people we work with and for include those from socially disadvantaged areas, those who have poor educational experiences, those from a care background, young people who have committed or are at risk of committing crime, misusing drugs or alcohol, engaging in unsafe sexual behaviour or other harmful activities or of being harmed themselves.

1.2 Include Youth's interface with the Careers Service is outside of the formal education system and is primarily within the context of its pre-vocational scheme, the Give & Take Scheme. The Give & Take scheme aims to improve the employability and increase the self esteem of young people in need or at risk from across Northern Ireland. It supports young people to overcome particular barriers that prevent them from moving into mainstream training or employment and towards independent living.

2.0 Introductory Comments

2.1 Include Youth recognises the shortcomings that have existed in relation to the Careers Service reaching and engaging with those young people who are outside of the formal education system, who tend to be among the most vulnerable and those furthest away from the labour market.

2.2 In its response to the Department of Employment and Learning's consultation on the Pathways to Success Strategy1 Include Youth drew attention to the lack of consistency or adequacy of careers advice and guidance within schools, particularly for young people who are at risk of falling into the 'NEET' category. In addition we highlighted the fact that the Careers Service traditionally has not had a positive track record in engaging meaningfully or appropriately with young people who are classified as 'NEET'. Difficulties tend to include a 'one size fits all' approach, lack of flexibility, lack of understanding of barriers and needs and location of offices.

2.3 We therefore welcomed the proposals in the Pathways to Success Strategy for a strengthened role for the Careers Service in relation to young people who are at risk of becoming NEET or who already fall into that category, including proposals to case manage all 16-17 year olds who drop out of provision or do not have a positive destination when they leave school – for this to be successful the tracking system currently being developed will have to operate effectively as currently many of these young people simply disappear 'off the radar' as it were.

2.4 The Strategy also sets out plans to continue the development of partnership arrangements with relevant organisations. Include Youth has a positive experience of such a partnership agreement with the Careers Service in addressing the needs of young people who are classified as NEET.

This evidence focuses on that model of good practice and makes a number of recommendations as to how the elements of this model could be replicated more widely; as such it addresses Number 3 under the Committee's Terms of Reference for this Inquiry.

3.0 Partnership Agreement between the Careers Service and Include Youth

3.1 Under the Big Lottery Fund, Include Youth, with support from the Careers Service, was successful in bidding for 5 year funding to deliver and enhance one to one mentoring services to disadvantaged young people to further improve education and careers outcomes. Securing that funding resulted in Include Youth and the Careers Service working collaboratively to identify best practice and to develop the range of services for young people on the Give & Take Scheme, while ensuring a consistent and coordinated approach to the delivery of those services.

3.2 In 2010 a regional Operational Partnership Agreement offering a menu of appropriate services was developed which ensures consistent delivery of services. Within this agreement review and evaluation are integral elements whereby individual participants and services delivered are reviewed and evaluated to inform strategy development at project management level.

3.3 A key factor in the successful development of this Partnership Agreement was the organisation of a joint regional workshop in March 2010 between Include Youth and the Careers Service, endorsed and attended by senior managers in both organisations. This event was instrumental in developing a better shared understanding of both the needs of this particular group of young people, the barriers they face and how the service could best be shaped and delivered to meet those needs and overcome the barriers. A strong working relationship was developed as a result which has been maintained and built upon in the intervening period.

3.4 The development of this Partnership Agreement has been a very positive development from the perspective of Include Youth staff and the young people they work with. Its benefits were also recognised more widely: in 2010 the Partnership Agreement received an award at the ICG Careers Conference.

3.5 A key element of its success to date has been the flexibility in approach and delivery:

> *"the way the Careers Service is organised is different in Give & Take as the Careers Adviser comes round to you, in your environment. As we have the same Careers Adviser every time it's easier to get to build up a relationship with the Adviser" (young person on the Give & Take scheme)*
>
> *"I find Sorcha easy to talk to and the fact that she comes to the Give & Take office is far better for me because I feel more comfortable there than in the Careers office" (young person on the Give & Take scheme)*
>
> *"Ronan my Careers Adviser was really interested in me and my chances of getting into the tech to do a tiling course. He gave me advice and told me he will check to see what he could do to help me get a place. He seemed really genuine and interested in my future" (young person on the Give & Take scheme)*

3.6 The expertise and commitment of the individual Careers Advisers has also been an important factor in the success of the partnership:

"We have a really good relationship with Helena, and over the past number of months we have worked at linking up more often in order to ensure this continues. Helena has been a great help in finding potential work placements for young people, as well as appropriate move on options. We regularly organise career drop ins, when Helena will come to our Give & Take office and check in with the young people on the scheme. She also meets young people when they start on the scheme, to explain her role and how it ties in with their time on the scheme" (Give & Take staff member)

"Since starting my post as Project Worker for Include Youth on the Give & Take scheme in January 2010 I have seen the relationship between ourselves and the Careers Service to be very important. I have to give particular praise to Ronan McAteer for his commitment to our young people. He has shown great interest in the progression of our youth. Ronan works individually with our young people sharing advice, support and guidance regarding employment, education and training opportunities" (Give & Take staff member)

3.7 Reflecting on the critical elements that have led to the development and success of the Operational Partnership Agreement between Include Youth and the Careers Service a number of factors can be identified, which are shared below. We hope they will be helpful to the Employment and Learning Committee in making recommendations for improvements in policy, procedures and practices in order to maximise the delivery of the Careers Service to young people who are classified as 'NEET'.

- **3.7.1** The Careers Service should continue to develop partnership agreements with organisations working with young people vulnerable to social exclusion in line with the initial target it set in the Preparing for Success Strategy and Implementation Plan (Action 13) and the commitment to the same included in the Pathways to Success Strategy (3.40).
- **3.7.2** Support for and endorsement of the Partnership Agreement from the highest level in both parties to the Agreement is critical to its success.
- **3.7.3** Time and effort must be invested by both parties to the Agreement in developing a shared understanding of the needs of the particular client group and how best to meet these needs.
- **3.7.4** Regular reviews and evaluations need to be built into the operation of the Partnership Agreement, with these reviews/evaluations informing strategy development at project management level.
- **3.7.5** The interest and aptitude of the individual Careers Advisers in working with young people who are vulnerable and disadvantaged is hugely important in their ability to work successfully with these young people; if is preferable if the particular Careers Advisers can 'volunteer' themselves to work with this client group as they are then more likely to have the necessary interest and empathy.
- **3.7.6** Young people's participation in monitoring and evaluation of the service is crucial and should be explicitly included in the Partnership Agreement.
- **3.7.7** The importance of outreach work by the Careers Service must be fully recognised and prioritised. As the quotes from young people on our Give and Take Scheme earlier in this submission have shown, there are significant benefits to be gained from Careers Service proactively going out to meet organisations and the clients they support at those organisations premises, rather than placing the expectation on hard to reach young people classified as NEET making their way to Careers Service offices.
- **3.7.8** Careers Service should be open to Careers Advisers participating in relevant career focussed group work activities that may take place within external organisations. Their expert and professional input to group sessions on different career/ETE themes add

value to the more traditional/structured service of on one-to-one 'CGI' (careers guidance interviews).

- **3.7.9** DEL should consider organising a conference on the theme of tackling youth unemployment. This could see a comprehensive gathering of government departments, statutory agencies, schools, colleges, academics, training organisations and prevocational schemes like the Give and Take Scheme coming together to promote best practice, share ideas, reflect, inform and influence current and emerging public policy development and implementation.

The Institution of Engineering and Technology

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Ms Cathie White, Committee Clerk
Committee for Employment and Learning
Room 416, Parliament Buildings
Ballymiscaw
Stormont
Belfast BT4 3XX

16th August 2012

Dear Ms White,

Re: Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

Please find attached the Institution of Engineering and Technology's written evidence in the form requested.

The IET usually places on its Website input provided to public policy makers by way of consultation responses or evidence to committees, see: http://www.theiet.org/policy/submissions/index.cfm. Please let me know when you are happy for the IET to publish its written evidence in this manner. Thank you.

In the "Guide to Submitting Written Evidence to Assembly Committees" those giving written evidence are asked to indicate if they wish to be considered to give oral evidence. On this occasion we wish only to submit written evidence.

Yours sincerely,

Paul Davies
Head of Policy

Tel: 01438 765687 Email: pdavies@theiet.org

Enc.

Written Evidence to the Committee for Employment and Learning

16 August 2012

IET Ref: (S)943

This written evidence addresses issues identified in the Inquiry Terms of Reference determined at the Committee meeting on the 4th July 2012.

Organisation providing Evidence

1. The Institution of Engineering and Technology (IET) is Europe's largest professional engineering and technology organisation with 150,000 members worldwide. This evidence has been prepared by the Engineering Policy Group Northern Ireland which is a multi-disciplinary body of Northern Ireland volunteers from the engineering and technology professions, academia, and industry. Their mission is to provide well informed independent advice on matters within their competence to the evidence based public policy makers in Northern Ireland.

Summary of Evidence

2. Careers Education is often delivered by one individual within a teaching establishment with the consequence that it has bias towards both that Teacher's discipline "comfort zone", and careers depicted in the media. The Northern Ireland experience is that generally Careers Teachers are dedicated and sincere in giving their advice. Despite the recent improvements in CEIAG delivery in Northern Ireland uniformity and standardization in the quality of CEIAG delivery is required, particularly at times of change in a school student's formal education, and when they are making future critical education decisions. It is important to involve Parents in career activities as they influence student career choices.

3. The whole CEIAG delivery process would benefit from greater collaborative work between Careers Teachers, DEL Career Advisers and local Employers to keep career Factsheets truly up-to-date in reflecting Northern Ireland economy workforce needs, and to address pockets of gender career stereotyping for example in the technology sector. These Factsheets and other publicity materials must avoid using stereotypical imagery, for example, overalls and hardhats in engineering and construction as careers opportunities with strong career paths in these areas are very diverse and any imagery/media used must reflect this. This will also address pockets of gender career stereotyping for example in the technology sector.

Investigate and identify any inconsistencies/ issues in the delivery of CEIAG, including:

4. It is recognised that significant steps have been made to improve the CEIAG process to school age students, young people, and the unemployed in both Rural and Urban areas. That said continuous improvement should still apply.

5. A high standard of CEIAG delivery using people well versed in the career topic should apply across all levels of formal schooling, further education (FE) and higher education (HE). The CEIAG delivery should be part of the formal school curriculum, for example, with the "Learning for Life and Work" teaching.

6. There are key transitional stages in a student's formal education when appropriate CEIAG delivery by DEL Career Advisers, Career Teachers, Parents and future Employers has particular importance; early intervention is paramount:

   a. Primary 7 – prior to venturing to post-primary education

   b. Year 8 – as part of the GCSE "Learning for Life and Work" using DEL Career Advisers for the Employability module, backed-up by Industry representatives

   c. Year 10 – Making GCSE choices

d. Year 12 – stage of progressing to A-Levels, FE and Apprenticeship routes

e. Year 13/14 – stage of progressing to HE, Apprenticeships or work

7. The media play a big role in determining career fashion. As a result some career options get heavily promoted even though there is limited opportunity e.g. forensic science. Many well-known jobs are widely portrayed (albeit not always accurately) by the media: Doctors; Dentists; Nurses; Lawyers; Solicitors; Bankers; Teachers; Civil Servants and 'Uniformed Organisations' e.g. military and police. Less well represented are many of the jobs in further and higher education; product development and manufacturing; tourism, and the City 'service' sectors – and of course science, engineering and technology.

8. As a result current Career Teaching tends to gravitate towards fashionable, but often over-subscribed careers with few vacancies, for example: Pharmacy and Medicine where the local job opportunities tend to be both limited and highly regulated.

Provision of CEIAG delivery in primary and post primary schools, further education and higher education – may include consideration of the role of CEIAG in the Curriculum, delivery of CEIAG resources available to deliver CEIAG via the education system and methods which may improve delivery;

9. Many Careers Teachers are from arts or sports disciplines and so lack empathy with technically orientated students. Science, Technology, Engineering and Mathematics (STEM) skills within a flexible workforce are seen as having high importance for the Northern Ireland economy to attract Foreign Direct Investment (FDI) and reinforce wealth creation and employment though manufacturing.

10. To avoid career "comfort zone bias" during secondary and tertiary education careers teaching should involve a team of Teachers covering at least science, arts and sports disciplines.

11. Career options should be kept open as long as possible, for example, by keeping science in general, and mathematics in particular (as well as English), as part of formal education throughout a student's secondary education. Clearly this needs reflecting in the curriculum and facilitating in timetabling at schools.

Similarities and differences in Northern Ireland Careers Service provision between Urban and Rural areas, such as availability of Careers Advisers and accessibility to CEIAG services;

12. The experience of Northern Ireland higher education establishments is that both Urban and Rural area STEM course candidates are generally of equal ability.

13. There is limited public understanding of the differences between the trades (e.g. car mechanic), technicians (e.g. laboratory assistant) and graduate engineer/ technologist roles (e.g. Chartered Engineer). Careers Advisers need to understand these differences and the pathways to achieving these career roles.

The impact of the budget cuts on the delivery of CEIAG across Northern Ireland;

14. No comment.

Assess the process of professionalisation of those who deliver CEIAG, particularly in post primary schools & colleges including what training is available and how accessible it is; and

15. Training for Careers Teachers is not consistent throughout all levels of education, nor between teaching establishments. Notwithstanding this the practical experience is that Careers Teachers seek to do their best in delivering advice that is within their own sphere of knowledge but understandably are reserved in career options where the discipline is foreign to them. For example, a Careers Teacher from an arts background may steer away from STEM based careers because of this lack of fundamental discipline familiarity which would mean they struggle to answer in depth candidate questions. Of course, the converse is equally true.

16. To avoid "career comfort zone" bias during secondary and tertiary education Careers Teaching should involve a team of Teachers covering at least science, arts and sports disciplines.

17. The experience is that currently careers advice is seldom mapped to local economic need. Ideally, smart careers advice would start 5-10 years before the candidate enters the workforce. This 'lag' clearly complicates matching local technology sector economic demands. Northern Ireland needs a skilled flexible workforce which consequently requires skills to be tuned to meet local employment opportunities at the time an individual enters the workforce. This of course sets challenges for Northern Irelands FE and HE resources. Careers Teachers need to reflect these issues in their advice to students and parents. Careers Teachers should have the opportunity to engage with Northern Ireland industry and academia so that they can keep their workforce opportunity knowledge up to date.

18. Labour market information currently involves Sector Skills Councils based Factsheets available through DEL Career Advisers; the currency of this information can quickly become outdated. To combat this requires close and frequent collaboration and partnerships between Careers Teachers, DEL Career Advisers and Northern Ireland economy Employers, so that the information delivered is up-to-date in terms of Sectorial trends, the current economic climate, and identified skill shortages. Information on STEM careers can also be obtained from the science, engineering and medical professional bodies.

19. Careers Teacher Continuous Professional Development (CPD) is also required so that they comprehend changing requirements – for example that a Medical Technician now requires a degree level qualification, as does a Nurse or Medical Radiographer.

20. In giving careers advice there is a need to talk about rewards and lifestyles within careers as these aspects are important to students. Exemplar profession/ career paths should portray likely lifestyle images.

21. Parents as well as pupils/ students need to be informed about career possibilities. Parents play a key decision-making and influencing role in the career choices of their children. Careers Services at schools should ensure both pupils and parents are invited to careers fairs and exhibitions in school and encourage participation at university/further education careers fairs, information days and other events.

22. A career path should be based upon selection for aspirational reasons taking into account the student's academic aptitude, rather than being selected because of, say, a set of A-Levels being taken based solely upon high grades being achieved to help boost an over-all school metric.

Report to the Assembly with full findings, conclusions and recommendations on how policies, procedures and practices can be improved in order to maximise the delivery of CEIAG to stakeholders to the benefit of Individuals, the Region and the Economy of Northern Ireland.

23. The Careers Service at the Methodist College Belfast is seen as an example of good practice. It delivers appropriate detail careers advice throughout a student's formal education, with parent participation.

24. Current careers which are, in general, overlooked in contemporary careers advice are computer programing, and systems development engineering. Encouragingly, it is noted that the Council for the Curriculum Examinations and Assessment (CCEA) is in the advanced stages of a providing a suitable AS/A-Level course on 'Software and Systems Development'. There are growing numbers of challenging and rewarding careers in these disciplines in Northern Ireland. [This is not to be confused with Information and Communication Technology (ICT) careers which entail use of off-the-shelf applications and technology, and not their creation.]

25. There is a gender imbalance in some sectors, for example, technology where the latest IET "Engineering and Technology Skills and Demand in Industry" annual survey reports that currently the proportion of Technicians who are women is 4%, and the proportion of Engineers who are women is 6%: http://www.theiet.org/factfiles/education/skills2012-page.cfm. A collaborative approach by Careers Teachers, DEL Careers Advisers and Northern Ireland technology Employers could help redress this sort of unnecessary career stereotyping to the advantage of future employers in these sectors and the Northern Ireland economy more widely.

26. STEM graduate roles offer a pathway to senior appointments and progression to top senior executive positions.

The Institution of Engineering and Technology is registered as a Charity in England & Wales (no. 211014) and Scotland (No. SC038698

The Institute of Physics Ireland

IOP | Institute of Physics In Ireland

Chairperson: Dr Kevin McGuigan

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Ms Cathie White, Committee Clerk,
Room 416, Parliament Buildings,
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Belfast, BT4 3XX.

23rd August 2012

Re: Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

Dear Ms White,

The Institute of Physics in Ireland welcomes the opportunity to submit a response to the Committee for Employment and Learning inquiry into Careers Education.

The Institute of Physics in Ireland is a scientific membership organisation devoted to increasing the understanding and application of physics in Northern Ireland and the Republic of Ireland. It has over 2000 members, and is part of the Institute of Physics.

The Institute of Physics has a world-wide membership of over 40,000 and is a leading communicator of physics-related science to all audiences, from specialists through to government and the general public. Its publishing company, IOP Publishing, is a world leader in scientific publishing and the electronic dissemination of physics.

This submission was prepared in consultation with the IOP in Ireland's governing committee, with input from members of the Institute members in schools, third level education and industry.

The attached document highlights key issues of concern to the Institute.

If you require any further information or clarification, please do not hesitate to contact the Institute at the above address.

Yours sincerely,

Dr. Kevin McGuigan

Chairperson
Institute of Physics in Ireland

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Written Evidence to the Committee for Employment and Learning given by the Institute of Physics in Ireland

Organisation providing Evidence

The Institute of Physics in Ireland is a scientific membership organisation devoted to increasing the understanding and application of physics in Northern Ireland and the Republic of Ireland. It has over 2000 members, and is part of the Institute of Physics (IOP).

The Institute of Physics has a world-wide membership of over 40,000 and is a leading communicator of physics-related science to all audiences, from specialists through to government and the general public. Its publishing company, IOP Publishing, is a world leader in scientific publishing and the electronic dissemination of physics.

This evidence has been prepared in consultation with its members and with input from individuals in teaching, industry and academia. Our area of expertise and interest relates to the provision of careers advice in the area of physics, in particular, and science/engineering in general and this is reflected in the evidence provided below.

The evidence provided has been grouped under the headings requested by the Inquiry's terms of reference.

Summary of Evidence

The Institute of Physics in Ireland considers it essential that all schools should have an integrated approach to the delivery of science career information. This should be delivered both by careers teachers and science subject teachers. There should be particular emphasis on ensuring students have access to accurate, timely information on science career options, particularly at key decision times during their education so that options are not closed off inadvertently. Girls especially need encouragement to consider their options in science, so particular attention should be paid to access to suitable role models.

Provision and access to labour market information is a key requirement for all involved in careers education. As a professional body with access to working physicists at various stages in their careers, the Institute of Physics in Ireland is very happy to work with the various statutory bodies to assist with the collections and dissemination of such information.

Given the rapid changes in this area, ongoing professional development is essential for all involved in the provision of careers education.

Provision of CEIAG delivery in primary and post primary schools, further education and higher education– may include consideration of the role of CEIAG in the Curriculum, delivery of CEIAG resources available to deliver CEIAG via the education system and methods which may improve delivery;

The Institute of Physics in Ireland recognizes and welcomes that in recent years there have been significant efforts to promote careers in areas related to Science, Technology, Engineering and Maths (STEM). It is imperative that this momentum is maintained and strengthened as, more than ever, young people need clear information about the nature of the economy in Northern Ireland and the likelihood that future jobs will be clustered around high-tech industry. It is particularly important that such careers advice is made available very early in their education, so that they are not cut off from STEM options by making an ill-informed decision to drop the physical sciences early or indeed, not even have access to the subject.

Primary schools

Even at primary school level it is important that students and their parents should be aware of the importance of access to STEM education, particularly when it comes to making choices about post-primary schools. Key questions that parents need to ask about any post-primary school should include:

- What is the provision for physics teaching in the school?
- Is physics offered at A-Level?
- How many girls are taking physics at the school?

Such information is particularly important with the ongoing changes in Northern Ireland in relation to school transfer procedures. At present over 90% of students taking physics at A-Level are in grammar schools. However it is likely that in the future, students who would previously have gone automatically to a grammar school, based on academic selection, may well find themselves choosing schools on other criteria and it is essential that advice is available at primary level to parents on these issues.

Post-primary schools

Careers information in schools is often given primarily by one careers teacher. There is considerable variation in the background subject specialization of careers teachers as noted by the Northern Ireland Schools and Colleges Careers Association in evidence given the to the DEL Committee in June 2012 and not all have a professional qualification in delivering careers education. Indeed, there is no such qualification currently available in Northern Ireland. Given this background and the complexity of science career options, it is not surprising that anecdotal evidence from IOP members suggests that there is considerable variation in the provision of STEM careers advice in schools.

Whole-school approach to STEM awareness

The Institute considers it essential that all schools should have an integrated approach to providing STEM careers advice, with science teachers, career advisors, industry partnerships and professional bodies all playing a significant role. A recent report for the Department of Education in England 'Good Timing: Implementing a STEM careers strategy for secondary schools' makes a number of points in relation to this, including:

- The importance of 'buy-in' from the school's senior management – i.e. reward and recognition for achievement in developing good STEM career education practice in the school, and commitment of resources.
- Continuing professional development for STEM subject teachers as well as for career advisors that builds their knowledge and understanding of career options and the labour market.

A whole-school approach to raising awareness of STEM careers should note the key transitional stages of:

- Year 8 - entry to post-primary,
- Year 10 – making GCSE choices
- Year 12 - progressing to A-Levels, FE and apprenticeship routes
- Year 14 – progressing to Higher Education//work

In addition at each stage there should be active recognition of the problems of gender imbalance particularly in the physical sciences. At present girls only make up around 30% of the A-Level physics cohort. Hence it is essential that they are given particular encouragement to consider their options in this area. The Institute of Physics has carried out much work in this area around the kind of conditions in schools which encourage girls to take up physics and continue with it.

Within the Learning for Life and Work section of the curriculum, there is perhaps scope for ensuring a well-planned, cohesive approach to STEM career guidance with inclusion of elements such as:

1. The process of students learning how to research career information – this is particularly important given the multiplicity of information available on STEM option In addition, it is clear that with the complexity and multiplicity of information available on STEM careers, students need help on how to research this for themselves
2. Interaction with local industry – at present there are some business partnerships linked with schools funded by DENI, these are good but provision is very patchy across Northern Ireland and there is uncertainty about continued funding.
3. Using school alumni in the STEM area to give talks, which could be video taped and made available on the web, or provide short profiles for inclusion in school career resources. Careers in areas such as teaching, medicine and law are well represented in the media but the same is not true of STEM careers. Hence students need to hear about the day-to-day experiences of those working in science-based industry and understand the career choices which they have made.

Given the non-traditional nature of careers in STEM it is essential that parents should also be informed about such options, particularly in relation to salaries and career progression in this area.

Labour market information

There is a particular need for easily accessible, accurate, up-to-date information on salaries. Some of this is available though the Sector Skills Councils and bodies such as the Institute of Physics carry out surveys among members which give useful information on career progression. Such information is not captured by reports on recent graduates which generally do not reflect salaries five-ten years after graduation when salaries for highly qualified scientists are rising significantly.

Similarities and differences in Northern Ireland Careers Service provision between Urban and Rural areas, such as availability of Careers Advisers and accessibility to CEIAG services;

There does not appear to be a significant difference between careers service provision in urban and rural areas.

The impact of the budget cuts on the delivery of CEIAG across Northern Ireland.

No comment

Assess the process of professionalisation of those who deliver CEIAG, particularly in post primary schools & colleges including what training is available and how accessible it is;

Training for careers teachers in post-primary schools is not consistent: throughout all stages in education and between different schools. However it is clear that career guidance teachers strive to do their best in what is a rapidly changing environment. Continuing professional development is clearly essential for all those involved in this area and that should also include subject teachers who play a highly significant role in opening up the possibilities of STEM careers.

Killicomaine Junior High School

RE: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

This is a written submission to the Committee for Employment and Learning from

Killicomaine Junior High School.

1. Inconsistencies in CEIAG provision

a. i. The absence of "joined up" thinking with regard to curriculum provision from Primary through to Post Primary Education

ii. The absence of an age appropriate, vocation related pupil profile in Key Stage 3 and through to Key Stage 4.

iii. The continuation of a lack of a consistent thinking on the balance of content v vocational guidance v skills based teaching in Key Stage 3 and Key Stage 4.

iv. Work placements/experiences not properly resourced in terms of time or planning in all school types due to over stretched careers teachers in both Grammar and Non Grammar sectors and the academic emphasis in all school curriculums's to meet the demands of the external exams.

v. The inclusion of CEIAG as an area of focus within our School Development Plan has facilitated the development and the expansion of CEIAG related activities throughout our curriculum and into our pupils' minds. All teachers have sought to include CEIAG related activities in their lessons and visibly within their department by way of classroom or notice board displays.

b. i. Provision in the Craigavon area, while rural in nature, is good, with many prosperous local small and large industries being located in our local community. This allows us to have many visitors from local businesses into our school. It also allows us to plan a rich and varied programme of visits out to local businesses which richly facilitates our CEIAG and STEM development programme.

ii. We have healthy relationship with the Careers Service for Northern Ireland and our Service Level Agreement with them functions well, particularly with regard to subject choice at 14.

c. i. Budget cuts have had a significant impact on the delivery of CEIAG. We have had to restrict the number of visits to local industry and indeed the number of visiting speakers into school. This is due in the main to the drastic reduction in sub cover budget allocation.

ii. The school has a history of teacher involvement in "into industry weeks" and with them the valuable follow up work with classes in school. SMT must now be more prudent in allocating these weeks as there is usually a financial allocation within the sub cover budget.

2. Professionalisation of CEIAG staff

The training of those who deliver CEIAG, often within employability, in the Key Stage 3 School is limited and patchy in the extreme. Often teachers with "space" on their timetable will be those selected to work within the LLW . We are fortunate in Killicomaine that many teachers see the relevance of CEIAG provision within their subject area and therefore fit seamlessly into the teaching of CEIAG. It must be said that some of the CEIAG training delivered by SELB and has been excellent in developing the heads of CEIAG within local schools. I have always found this training to be useful and most accessible for myself and often another member of staff.

3. Maximising the delivery of CEIAG

While CEIAG is likely to remain a subject within the Northern Ireland Curriculum which will not be examinable, Government must find a means by which it's time and budget allocation are substantially increased. Our pupils continue to devote most of their energies to the study of subject detail which will ensure best performance in National Examinations. The study of CEIAG in Key Stage 3 and 4 is ad-hoc, uncoordinated, disjointed and lacks proper progression. It is our contention that CEIAG should include

a. a hand over from Key Stage 2 (Primary School) of some form of pupil profile

b. a significant part of the CEIAG work in Key Stage 3 should be the compilation of a pupil profile containing general information, likes dislikes, skills qualities, aptitudes, academic data, personal statement etc.

c. Key Stage 4 work should prioritise the research of job areas identified in Key Stage 3 and include an extensive work placement scheme where pupils could "taste" jobs within the identified work areas.

Mr.C.McAleese V.P / Teacher in Charge of Employability.

Mark Devenney (The Careers Man)

By

Mark Devenney
'The Careers Man'

Introduction

I worked as a Careers Adviser in the DEL Careers Service from June 2003 – June 2012. I was promoted to Staff Officer with Dept of Regional Development in June 2012 but have retained a strong interest and passion for careers work and have recently started my own advice and guidance business – '**The Careers Man**' (www.thecareersman.com). I graduated with BA Hons Public Policy degree before undertaking Post Graduate studies in the fields Education, Counselling and Careers Guidance. Prior to joining the Careers Service I worked as a Business Studies / Careers teacher in England and before this with Business in The Community (NI) as a project manager on a 'schools work placement' initiative in Londonderry. I also worked as an 'Adult Guidance' practitioner and 'Team Leader' on the DEL New Deal programme.

Whilst working as a Careers Adviser I also went part-time to work in temporary positions as a Careers Adviser at the University of Ulster and as a Guidance Counsellor at Gorey Community School, Co Wexford.

I have a unique insight into delivery of CEIAG, working for many different organisations across a wide range of clients, both in the UK and Ireland.

I feel our present system should be radically changed and welcome your inquiry into the delivery of services. My main frustrations with the present set-up relates primarily with the bureaucracy, demarcation and inefficiencies I have witnessed over the years in the present joint delivery by Dept. Employment and Learning (DEL) and Department of Education (DE) in schools. I am saddened that I could not change (or influence) policy, strategies and structures whilst working for DEL. I loved my job as a Careers Adviser and indeed it was with a 'heavy heart' that I took my promotion. I have set-up my own business in order to provide young people with a better alternative (initially this will be on a small scale with accessibility restricted to those who can afford to pay for it). Though it is not as businessman that I raise the concerns about the present system, but as a taxpayer and more importantly as a parent who wants a better system for their own daughter and for that of her peers.

1. Investigate and identify any inconsistencies/issues in the delivery of CEIAG, including:

I have experienced major inconsistencies and issues in the delivery of CEIAG, particularly in relation to duplication of provision between schools and the Careers Service. I am also aware of issues that prevent better cooperation and a more holistic provision for the young person. I will seek to highlight and address these in relation to the terms of reference of your inquiry.

2. Provision of CEIAG delivery in primary and post primary schools, further education and higher education– may include consideration of the role of CEIAG in the Curriculum, delivery of CEIAG resources available to deliver CEIAG via the education system and methods which may improve delivery;

Background

Over 70% of the Careers Services total interviews are carried out to young people in schools (Careers Service Annual Report 2011-2012). On a personal level I found this to be much higher – closer to 95%. However when you add in the extra work in relation to talks, presentations and other events in schools it does represent a very high proportion of school based activity. The increase in this past year of 88% in relation to adult interviews is nothing short of amazing, as I seen no significant increase in my own workload amongst adults.

School work for a Careers Adviser begins in September with the 'negoiating' of a Service Level Agreement between the school and the Careers Service. There is a menu of service on offer, though in the majority of cases there is a strong focus on Yr12 pupils. Provision for Yr12s will consist of talks, presentations and individaul guidance interivews. Years 10, 13 and 14 are usually seen in group talks and referral for individual interviews takes place on a request basis. In addition to this individual Careers Advisers will agree to take part in other school activities such as 'Option Days', Parents Evenings and Careers Conventions. The 'careers education' element of CEIAG is left very much to the school to deliver. There are strict guidelines issued to Careers Advisers not to get involved in issues such as UCAS Applications, Work Experience provision and coordination, Careers Education classes, Student Finance, etc as these are deemed to be within the bailiwick of the school. The information and advice delivery is a very 'grey' area as to who carries out what and I find it extremely difficult to 'pull back' from dealing with a young person by saying "i am sorry but this is not my responsibility". It leads to confusion in a lot of case, because the young person and parents do not understand how you are a 'Careers Professional' but can only carry out certain aspects of CEIAG.

School provision of CEIAG varies from school to school. There are some excellent provision with schools taking CEIAG very seriously to others who basically pay 'lip-service to it. Many schools continue to appoint staff to delivery 'careers classes' who have had no training in this field. It is still very much regarded as 'an add on' to their 'main subject'.

Duplication of Services

In contrast, in other schools where provision is of a high standard, there is duplication of services. For example, some schools have dedicated 'Careers Adviser', ' Careers Coordinator' or 'Head of Careers' employed on a permanent or outscourced basis. They in effect would carry out elements of CEIAG that is duplicated by the Careers Service, eg. blanket interviewing of all Yr12s.

Last year, in one particular school that I worked in there was a Head of Careers, a Careers Coordinator (who was a former Head of Careers of that school redeployed on a part-time basis) and myself. The Careers Coordinator was employed 2-3 days a week, to look after Work Experience, UCAS Application and other careers events. The Head of Careers actually took NO careers classes, due to a shortage of English teachers and a Yr12 teacher appointed to teach 'careers education' who had never taught careers before. Confusion reigned at times as I shared an office with the Careers Coordinator and had to deal with puzzled pupils who came to me when he was off about UCAS or Work Experience queries, but I wasn't able to deal with them even though I had the title – Careers Adviser. I interviewed all Yr12 pupils – so too did the Careers Coordinator and Vice-Principal.

In my opinion CEIAG is inextricably linked and should be carried out by a team (and team leader) reporting directly to senior management within a school. I have worked in CEIAG for over 20 years and cannot clearly identify demarcation lines in CEIAG. Indeed it is to the detriment of the young person to do so.

No matter what the grandiose statements from DE and DEL about joint cooperation and SLAs – the reality is it doesn't function on the ground. Schools tend to do (rightly) what suits their particular needs and no one has overall responsibility for CEIAG in the school. The Careers Adviser in schools often arranges their programme around the school curriculum. This can lead to severe downtime between classes and appointments as other needs of the pupils takes priority.

Sharing of Information

Again, this varies from school to school, but it creates problems and unnecessary duplications and inefficiencies.

Information Assurance and Data Protection policies within each department create difficult obstacles in relation to sharing of information. This results in inefficiencies and subsequent poorer service delivery to the young person.

a) The Careers Service creates records on every 14-19 year old in our schools. This exercise used to 'download' electronically basic pupil personal information (name, address, DOB, school) from the DE school records. This practice was suspended several years ago due to Data Protection issues. It is now a separate manual input system that costs tens of thousands of pounds to produce and update each year. Careers Advisers have to spend time obtaining this information from schools and pupils. DEL has to pay travel expenses sending Advisers to get the information and then hundreds of hours are spent by Admin staff inputting the data.

b) In my final few months working for the Careers Service, there was a directive from management not to take 'client units' home or store them in schools. As a result, I found a significant decrease in my workload in schools. The directive was in relation to 'information assurance'.

This meant, for example, instead of me going direct to the school (Bloomfield Collegiate was 5 minutes drive from my house) in the morning to start at 8.40am, I had to travel in to the Careers Resource Centre and pick up the units. After parking and requesting the units (and checking my emails, which could not be accessed in schools) it was usually after 10.30am before getting into school. As I could not store the units in schools after interviews I had to return them to the office. So instead of finishing interviews at 3.30pm, doing some 'write-ups' and meeting with the Careers teacher (taking me to approx. 4.30pm), I returned to office at lunchtime to store the units and do write-up back there.

In essence, instead of doing 10 interviews per day I did 4-5 interviews. I stated to management, that as I stored the units securely in a filing cabinet in school I could go directly to schools or stay later in schools. I was told this was not possible as "it was a Department of Education filing cabinet and not a DEL filing cabinet". This, despite the fact that the locked cabinet was in a small interview room, that was inside another locked classroom that was inside a locked school, with a locked perimeter fence with 24 hour security.

These student units are 'stored' in the CRC – yet a very small fraction of pupils ever set foot in the place. e.g. I have created over 700 units in 7 years of working in Bloomfield Collegiate – only 4 pupils from that school have ever called to see me at the CRC. Yet if I am in school and an ad hoc query arises from teachers or pupils I haven't the unit to hand.

c) Schools have an internal intranet system C2KNI which amongst other things provides an email system for teachers and pupils across all schools in Northern Ireland. DEL operate a separte email system that is part of NI Civil Service system. As a Careers Adviser based in school it is impossible to access your email. Most of my emails would be to teachers and pupils regarding careers matters or appoointments – yet I couldn't

instantly do that in schools where I would spend most of my time. Internet access in schools was also a major issue for Careers Advisers. As we where not able to access C2KNI systems it was impossible to check information and advice that may have been cruicial to an interview with a young persion. Teachers in schools were also, in some cases understandably, reluctant to give details of 'Statemented' young people as they where unclear as to Data Protection issues.

Costs

Costs in relation to salary, mileage, office, accommodation, car parking, mobile phones have risen signifiantly due to bureacracy and lack of best use of resources.

a) The Careers Service employes 182 staff or which 110 (Careers Advisers) are employed directly in the delivery of CEIAG. Staff employed in management, administration, support and policy issues (72 or 40% of workforce).

Much of their time is spent drawing up policy on equal opportunities, social inclusion and quality standards and providing administrative support (mainly record keeping). The salaries of management, policy and administrative staff employed in these fields in the Northern Ireland Careers Service account for almost one third of the overall budget of the Service.

b) With the arrangements in place to cover 'information assurance' this incurred higher mileage costs with more trips to and from schools. Most Careers Advisers were also issued with a prime city centre car parking pass (eg. High Park) to accommodate them travelling into the office. Mobile phones were given to all Careers Advisers (from which I made or received no calls in 5 years of having one) on monthly rental contracts.

c) Expensive rents (and notional rents) are paid for Careers Resource Centres in prime town/city centre locations as well as office accommodation in Jobs and Benefits Offices.

3. Similarities and differences in Northern Ireland Careers Service provision between Urban and Rural areas, such as availability of Careers Advisers and accessibility to CEIAG services; and

Careers Offices in most instances are based in the Jobs and Benefits Offices, with four further Careers Resource Centres (CRCs)

I worked in the first of these CRCs in Belfast. Tens of thousands of pounds was spent on consultants designing the layout and advising on procedures to use. The main consultant being Professor Jim Sampson (Florida State University) who at the 'opening' declared that "clients will be queued out the door along the street when they see the facilities here" and that "you are close to an airport in this location and I would imagine persons from other Careers Services flying in from all over Europe to view this CRC". Unfortunately during my time there I did not witness any of his predictions. Instead I seen a shameful waste of resources, with three floors of prime retail/office accommodation used to house 15 members of staff, ten of whom spent the majority of their time elsewhere (schools and training organisations).

The CRC in Belfast is a 'white elephant' that is used primarily by foreign nationals and the unemployed who primarily use it for internet usage. Other government departments, public bodies and agencies also duplicate this service for these groups. (e.g. 'Steps to Work' providers, public libraries, voluntary and community organisations)

In a study I carried out, I interviewed an average of 2 people per half day that I was required to do rota (i.e. 2-3 half days per month) on each month over a 6 month period – several of whom did not need to see a Careers Adviser. I found the 'rota' system extremely inefficient

whereby we had no set appointments. On many occasions I had a 'nil' return for sitting in a room waiting for clients to call in.

In terms of pupils from schools, using the CRC the numbers was minimal. I also witnessed no significant increase in number of adults I seen whilst based in a Job Centre in Belfast as opposed to CRC. I also was able to manage my time more

effectively when an appointment system was in operation rather than a 'drop-in' rota system. There is only ever a requirement for one Adviser to be on rota as the number of clients (and interview rooms) does not justify any additional Advisers. During school holiday periods this means upwards of ten Advisers based in the office with only one needed to staff the resource centre.

4. The impact of the budget cuts on the delivery of CEIAG across Northern Ireland.

a) Although the overall budget of the Careers Service has remained fairly static over the past few years I saw an increase in the wastefulness of resources. I had a car parking pass for a primary city centre locations (High Street Car Park) – yet I rarely used it as I was in school most of the day and got a bus into town if I was office bound. I was given a mobile telephone that I never used but DEL was charged a monthly rental fee. I saw an increase in my mileage claims as a result of having to go to the office each morning and return to office in evening as a result of not being able to store documents in the school. This also resulted in the curtailment of the number of interviews I carried out in the school as I had to return to the office at lunchtime each day.

b) DEL continued to recruit and expand during budget cuts (2008 – Present), including the appointment of an additional Grade 7 (Joint Head of Service) and expansion in its administrative, management and policy staff. In the midst of an overall 'promotion embargo' in the Civil Service, Careers Service continued to promote staff, whilst the number of actual Careers Advisers remained constant.

c) When I joined the Careers Service in 2003 there where 8 staff employed in management and policy positions (and administrative staff directly supporting these posts). Today that figure has increased by over 300% with upwards of 36 staff employed in these roles.

5. Assess the process of professionalisation of those who deliver CEIAG, particularly in post primary schools & colleges including what training is available and how accessible it is; and

As previously stated in my submission there is a clear lack of cooperation / duplication of services / sharing of resources between DEL and DE. This impacts profoundly on the professionalisation of deliver of CEIAG.

a) In addition to this there is a lack 'joined up' sharing of ideas and strategies. For example there are 8 Occupational Information Days (OIDs) for Careers Advisers to attend. These can range from uninspiring and repetitive to very informative. However, they are compulsory instead of Careers Advisers identifying which ones would be more beneficial to them in advance. Some of the information would be extremely useful to deliver back to schools in the form of 'careers education' which we don't get involved in. Similarly, Careers Teachers would benefit from aspects of these OIDs, but are not invited to attend.

b) Careers Teachers, on the other hand attend their own training and consultative days through Area Learning Communities (ALCs). I have seen the agendas (East Belfast Area Learning Community) and received information on these from teachers and thought how useful it would be if Careers Advisers from the schools in question attended these sessions. Yet in the Careers Service Report 2011-2012 it states that "The Careers Service is also actively involved in local Area Learning Communities (ALC) with careers teachers and staff from the Education Library Board. This has generated a better

understanding of individual roles and responsibilities". This may be the case at a senior level, but not between those on the ground.

c) The Careers Service Report 2011-2012 also raises further interesting points in relation to professionalisation. I wondered why I was being informed that over 70,000 people attended the Balmoral Show with "many availing of the careers information and guidance on offer". I 'manned' that stand on occasions and only a handful of people approached the stall, with those that did taking a pen and ruler and walking on.

d) I also read about similar types of 'achievements'. The "Have We Made An Impact?" section of the report quotes numerous statistics about respondents satisfaction with the service. What was not in the report was how the Careers Service 'made an impact' in reducing the number of young people not in education employment or training (NEETS) or reducing the 12% who drop out of University of Ulster in their first year. No reference was also made as to why we continue to have rising levels of unemployment amongst 16-24 years olds, despite an increase in support, advice and guidance. And why so many of our young people in training are failing to complete their training.

e) The Careers Service 'ambitions' for the future include 'helping adults to upskill' and 'helping the unemployed find work' but there are other government departments and agencies, better equipped and more informative in doing just that. There is little or no mention of improving the delivery CEIAG to young people. If we were to do that then prehaps we would not require adults to upskill as they would already have made the right choices earlier in their career and we would not have so high an unemployment rate.

f) Whilst working as a Careers Adviser with University of Ulster there where times when we could not take 'annual leave' i.e. results time, career conventions, employers events,etc. There were other times when we where 'encouraged' to take 'annual leave' i.e. during university holiday periods when there were no students. For example, an incentive in the form a couple of extra days holidays where given at Christmas and Easter vacation periods and the organistation closed for a week. This meant that we could best serve our clients at the busiest periods. I was shocked to discover that when I emailed 110 Careers Advisers on the day the GCSE results came out – over half came back with 'an out of office' reply to say they where off on holidays (as is there entitlement).

I witnessed the impact of this at first hand in that I was working in a private capacity in Ashfield Girls High School that morning. No Careers Advisers where in attendance at the school that morning – yet in Ashfield Boys School next door there was two Advisers present.

6. Report to the Assembly with full findings, conclusions and recommendations on how policies, procedures and practices can be improved in order to maximise the delivery of CEIAG to stakeholders to the benefit of Individuals, the Region and the Economy of Northern Ireland.

Recommendations

1. Set up a system in schools similar to that in the Republic of Ireland whereby schools appoint a full-time Careers Professional to lead the delivery of CEIAG. Careers Advisers could be appointed to carry out guidance work in schools and upskilled to take on UCAS Applications, Work Experience, Student Finance Information, Careers Education classes (subject to obtaining a relevant teaching qualification e.g. PGCE), etc. Alternatively Careers Teachers could upskill and obtain a guidance qualification (e.g. QCG)

   I witnessed this at first hand in Gorey Community School where I worked as a Guidance Counsellor and had lead responsibility for the young persons career guidance, careers education and pastoral care. Lack of qualifications in the area of counselling would probably prohibit practitioners taking on counselling duties in the short-medium term.

Staff would also benefit from increased motivation and less downtime in their jobs. They would have a renewed sense of identity with schools and feel part of the overall school team. They could plan there workload in conjunction with and as part of the school curriculum and maximise the use of resources. Staff would be employed by the school and be part of DE.

DEL could continue to employ a small number of Careers Advisers to deal with 'Training For Success' participants and 'adult guidance and training' provision – basing them in the Job and Benefits Offices. This could also allow for upskilling of current 'Personal Advisers' working in this area.

Funding this could actually be close to 'cost-neutral' within the present Careers Service budget:

Staff (72) currently employed in management, administration and policy would no longer be required. Much of their time is spent drawing up policy on equal opportunities, social inclusion and quality standards, but the Dept of Education and indeed individual schools will have such policies already in place and administration would be minimal within the confines of the school.

There are no need for these layers of policy workers, management and administrators in the ROI system and we could equally do without them.

This could save up to £2m (almost a third of Careers Service budget) on salaries together with a futher £0.5m saving in office accommodation, mileage and car parking. The present budget of over £6m could be used to employ a full-time equivalent (per 700 pupils) Careers Professional in every school in Northern Ireland.

or

2. Outsource the provision of CEIAG to private companies. Give the schools a set amount of funding for them to employ or hire consultants to come into schools.

Summary

I fully recognise the good work of my fellow professionals in both the Careers Service and in the teaching profession. There are many highly skilled individuals in both, but the reality is that the system, not the professionals delivering it, is failing our young people. A wasteful use of resources both in terms of finance and time, coupled with needless bureaucracy and demarcation is hindering the successful delivery of CEIAG to our young people.

Adopting a new radical programme is required and I fully recognise the challenge facing the DEL Committee. It is not easy just to make such radical changes to a system that has been in place for decades. It requires much more that 'tweaking'. I have seen joint initiatives; joint working groups, joint papers and joint strategies all fail to deliver in my time in the Careers Service. They have had a marginal impact on CEIAG delivery.

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24th August 2012

MATRIX

Executive Summary

Primary

1. A major resource is not required at primary level, just clarity on what post-primary schools offer pupils in terms of development and teaching quality.

Post-Primary

2. At post-primary level it is important that advice and information is timed to fully inform decision-making. CEIAG should be offered when students are choosing their subjects and career pathway.

3. There is too much emphasis on 'traditional' career paths, e.g. the professions and the public sector. This approach needs to be adapted to meet the future needs of the private sector and the rebalancing of the economy.

4. More emphasis needs to be placed on vocational options, particularly for post-GSCE stage students. All career options need to be marketed and "sold" to potential students as viable options. And parents / guardians need to be better informed via CEIAG as well.

Further & Higher Education

5. FE & HE CEIAG provision is quite effective and benefits from having professionally qualified staff to provide careers advice.

6. There could be better information available to parents and guardians to help in the careers decision-making process.

7. CEIAG to community education groups also requires further development.

8. Consideration could be given to monitor, manage and reduce the number of students dropping out of courses.

Impact of Rural & Urban Provision and Budget Cuts

9. MATRIX has no view to offer in respect of differences between rural and urban CEIAG provision.

10. Impact of budget cuts can only be assessed following a review and assessment of the current budget and its effectiveness. Budgets and objectives for the future need to be focused, co-ordinated across the education pipeline and set following consultation with business representatives, including MATRIX.

MATRIX Response to the Professionalisation of CEIAG Delivery

11. Ideally all CEIAG personnel should have some experience of non-teaching employment. Training of CEAIG personnel needs to have a mechanism to link it to foresight activities and future horizon scanning to help plan for future markets and employment opportunities.

MATRIX Conclusions and Recommendations

12. Individuals receiving the CEIAG services would benefit from continuous learning built into the service delivery model. Learning from work experience periods should be integrated into CEIAG delivery.

13. There should be engagement with past pupils to learn what worked and what did not, where there are areas of excellence and where there are areas for improvement.

14. Current CEIAG provision needs a coherent strategic focus across the whole education pathway from primary to third-level. A more cohesive approach would improve the effectiveness of CEIAG as a whole.

15. Across all CEAIG a strong culture of collaboration with the private sector is needed. This could involve, for example, industry leaders visiting schools, or taking students on industrial site visits.

16. Foresight and horizon scanning should play a key part in CEIAG. Having the appropriate skills for future market needs is critical for the future prosperity and growth of the Northern Ireland economy.

Introduction

1. MATRIX, the Northern Ireland Science Industry Panel, is an expert, business-led advisory panel supported by DETI. It assists Northern Ireland government to develop policies for the better exploitation of science, technology and R&D and to encourage businesses to access emerging high technology international markets.

2. The MATRIX panel welcomes the opportunity to respond to the Inquiry to identify areas where the CEIAG strategy for Northern Ireland could better meet the needs of target groups such as school age pupils, young people, the unemployed and those living in rural and urban areas.

3. With the focus on long term economic opportunities it is essential that the skills pipeline is aligned to meet the needs of future markets and the businesses that compete in them. Providing the right advice at the right time is critical to the successful exploitation of Northern Ireland's high technology and R&D capabilities and to develop and grow an export-led economy.

MATRIX Response to the Provision of Primary, Post-Primary, FE & HE; Considering Urban and Rural Provision and the Impact of Budget Cuts

Primary

4. The MATRIX panel does not feel that a major resource is required at primary level. At this early stage any guidance and support should simply offer clarity on what post-primary schools can offer the individuals in terms of development and quality of teaching.

5. However, the panel feels that there is significant room for improvement in post-primary CEIAG provision.

Post-Primary

6. Given the critical decisions to be made in secondary education, e.g. in the selection of subjects for examination, it is important that advice and information is timed to fully inform decision-making.

7. As secondary qualifications will form the basis of a career and educational pathway CEIAG delivery should be offered when students are choosing their subjects. After this the student career-path direction may be largely defined into discipline and generic subject areas, such as humanities, arts, STEM etc. This makes revisions to the career trajectory much more difficult.

8. MATRIX members feel that currently the education system and CEIAG resources place too much emphasis on 'traditional' career paths. For example they seem to advocate safe professional careers, including within the public sector. In order to rebalance and rebuild the economy, this approach needs to be adapted to meet the future needs of the private sector and therefore must understand the future needs of business and the development of global market opportunities.

9. The panel also believes that there is an issue regarding lack of awareness of vocational options and related career pathways, particularly for post-GSCE stage students.

10. In addition the reach and scope of CEIAG delivery needs to be extended to engage with and educate parents and guardians to current and future careers and education progression options as well as the student population.

11. Events and conference-type outreach activities should be held to offer all careers providers and career sectors equal visual impact to attract potential students to look at all options equally. All careers need to be marketed and "sold" to potential students as viable options.

12. MATRIX believes that CEIAG would benefit from widening the role to include basic practical advice and guidance such as: a university application writing process; help regarding

management of fees; personal financial management; coping with living away from home, and so on.

Further & Higher Education

13. At present the MATRIX panel feels that Further and Higher Education CEIAG provides well resourced and skilled careers staff. Awareness of their services is generally well known and made available throughout the FE/HE experience using a variety of media.

14. FE & HE benefit from having professionally qualified staff and provide careers advice including careers learning, personal development, and work based learning and experience.

15. Some issues regarding the timing and quality of careers information and guidance available to young people need to be assessed. Information made available to parents and guardians to help in the careers decision-making process should also be considered and assessed.

16. CEIAG to community education groups requires further development to extend the reach and support offered to encourage wider community engagement in FE and HE courses and activities.

17. Consideration should also be given to monitor, manage and reduce the number of students dropping out of courses. This could be implemented by developing effective information management systems which can identify and rapidly support those students most in danger of exiting prematurely.

Impact of Rural & Urban Provision and Budget Cuts

18. MATRIX has no view to offer in respect of differences between rural and urban CEIAG provision.

19. Impact of budget cuts can only be assessed following a review and assessment of the current budget and its effectiveness in all expenditure areas. Future budgets need to be allocated to priority areas as advised by MATRIX and to address priority needs of the economy such as recently and long –term unemployed.

20. Budgets and objectives for the future need to be focused, co-ordinated across the education pipeline and set with clear objectives to meet the needs of industry, and therefore should be done in consultation with business representatives.

MATRIX Response to the Professionalisation of CEIAG Delivery

21. The panel acknowledges that there are CEIAG staff that have been specially trained and certified professionally to carry out their job. As with any service delivery each organisation should have performance metrics in place to assess, review and adapt approaches to offer excellent customer satisfaction and continuous improvement.

22. Ideally all post-primary, HE and college CEIAG personnel should have a certain level of non-teaching employment experience. This would offer personal insights into the private sector environment and the various roles and jobs available in the local economy.

23. Training of CEAIG personnel needs to have a mechanism to link to foresight activities and future horizon scanning. This will help alert the providers of training and education to the likely future markets and related skills needs. This is critical to keep skills providers informed of how the global economy is shifting and where jobs will originate in the future.

MATRIX Conclusions and Recommendations

24. Recommendations have been noted throughout this paper. However the panel would add that individuals receiving the CEIAG services would benefit from continuous learning being built into the service delivery model. Learning from work experience periods should be integrated into CEIAG delivery, allowing pupils to learn and adapt their subjects based on what they have learned during their work experience.

25. To build an adaptive CEIAG system there should be engagement with past pupils to learn what worked and what didn't, where there are areas of excellence and where there are areas for improvement. Past pupils could also be brought in to speak to current students and share their learning experiences to help avoid certain pitfalls and pass on their advice.

26. Current CEIAG provision appears to be lacking a coherent strategic focus and co-ordination across the whole education pathway from primary education to third-level. There is good practice within pockets of enthusiastic provision and good initiatives, but a more cohesive approach would improve the effectiveness of CEIAG as a whole.

27. Across all CEAIG providers a strong culture of collaboration with the private sector needs to be established. Engaging with businesses and building a partnership approach to careers guidance will bring a living dimension to the advice. To achieve this, a number of practical steps could be used more regularly, for example industry leaders visiting schools, or taking students on industrial site visits.

28. Key to the success of any CEIAG programme is a mechanism to stay informed of future market opportunities. This foresight focus needs to be integrated into the system's strategic thinking and delivery infrastructure. Having the appropriate skills for future market needs is critical for the growth of indigenous business, the attraction of world class FDI, and overall the future prosperity and growth of the Northern Ireland economy.

National Association of Head Teachers Northern Ireland

Evidence to NI Assembly Committee for Employment and learning

Provision of CEIAG delivery in primary and post primary schools, further education and higher education– may include consideration of the role of CEIAG in the Curriculum, delivery of CEIAG resources available to deliver CEIAG via the education system and methods which may improve delivery;

At primary school level there are a considerable amount of curricular topics and issues that can be either directly or tangentially connected to CEIAG.

The PDMU programme (Personal Development and Mutual Understanding) has modules on "World around Us". Within this module pupils explore various jobs and careers- e.g. Police, Fire service, and nurses.

Some schools have parents visiting classes and describing their work.

Projects, e.g. on The Titanic, frequently look at the work of individuals.

Many primary schools run Mini Enterprises wherein pupils can develop knowledge of and skills in running a business.

However, the formal CEIAG curriculum is within second level schools and the evidence below relates to such schools, both mainstream and special.

Curriculum Issues

- Provision of CEIAG in the post primary sector has improved greatly over recent years. Many students are developing self awareness skills and decision making capabilities in the wider context, though these need to be managed in the areas of career exploration and career planning. Students have also had more opportunity to develop self presentation and marketing skills but this is still an undeveloped area and constrained by time availability and the lack of resources.
- There is considerable variation across schools in the amount of time that is given to discrete CEIAG classes and consequently on the extent of the taught programme. Many schools have introduced discrete CEIAG in year 10.
- Resources have been developed, sometimes through the learning communities, to ensure standardisation across schools. However, links between schools are not always fully exploited due to resource constraints. ELB advisors and the Careers Service often lack the time and knowledge to support the work of schools in this area; e.g. in one Area Learning Community careers has a big focus at Year 10 in relation to STEM. They have a sub group of careers teachers meeting to develop year 10 workshops/seminars but report that "There has been very limited input from careers service for this."
- Some schools are beginning to thread CEIAG through the curriculum where subject teachers focus on careers in their specialist subject areas. A weakness of this strategy is the variation of confidence teachers have in integrating careers into their lessons. Training and resources need to be made available to develop this. The capacity for schools to monitor the activities of all staff involved in CEIAG is reduced given the constant change of information and policy.

- Learning for Life and Work (LLW), as a subject area, was well placed to enhance the work of CEIAG and underpin its delivery as a core school area. Unfortunately, LLW has been swamped as a "catch all" content driven GCSE subject and consequently has lost relevance in the secondary school curriculum

School Self Evaluation Issues

- The quality indicators provided by the ETI's Together Towards Improvement (TTI) document has allowed for school audits to be completed in line with the ETI's expectations. This has served as a tool to standardize CEIAG across NI and allowed schools to develop their own action plans to meet the requirements of TTI.

University Issues

- Universities have aided in the development of some areas of CEIAG in particular at KS5 with much less for KS 4 students. This works well on a general platform of transferable stills and personal marketability and valuable, free workshops are provided in return for access to students for marketing purposes. A limitation is that the Universities are focused on students' intent on moving to higher education. A benefit is the advice received on personal statements and entry requirements for degree programmes.
- A concern with the use of universities and higher education institutions as a resource at this level is their bias towards their own programmes of study and the difficulty in accessing subject specialists. Universities are willing to send marketing personnel but not academic staff, this presents problems when students are researching course content and structure.

DEL Issues

- DEL advice often emphasises A levels with little information on the alternatives i.e. BTEC/ OCR nationals/NVQ or even applied A levels. Also advice needs to be specific to the particular school/pupil situation.
- DEL/ Careers service pupil Interviews – aim to provide unbiased information to pupils, but can appear generic in that most pupils are given the same advice;(go to open nights, speak to subject teachers; look up websites.)
- DEL Service Level Agreements – needs more input from schools – need to express exactly what they want and expect from DEL; "Current service level agreement and situation is not fit for purpose".
- This also links to LMI, which also needs to be relevant to the school and area. LMI Industry fact sheets are to be "rebranded" and available by March 2013. Are advisors giving information on the current and future economic trends?
    - what subject areas/degrees are in more/ less demand by employers?
    - what kind of employee is being employed?
    - What skills are needed?

Work Experience Issues

Experience of work is a core CEIAG component from KS4. This has been implemented with variations in its degree of success and is dependant on the good will of local employers. Through good working relationships and strong community ties many schools are able to deliver a work experience programme to most year 12 students and year 13 students. But finding a suitable employer with the commitment to provide a meaningful placement can be difficult. Students do get placements but not effective work experience. There are a number of reasons for this; the current economic climate means there is a lack of suitable employers in many areas; employers are unsure of what to do with students; concerns about the immaturity and age of the student on placement; confidentiality concerns with the business and the unavailability of suitable mentors.

- One school reported "The Western Health and SCT has been the most progressive organisation in providing meaningful experience of work. Because of the confidentiality and infection control procedures they are unable to offer work experience placements in most areas but they facilitate a wide range of workshops, talks and conferences that provide students with a useful insight to their desired career area. "Many other organizations could learn from the good practice employed here.

Severe Learning Difficulty Schools

- CEIAG is delivered through LLW in KS3 & 4. Useful resources are the KS3 & 4 Employability files as well as the SLD Employability. However staff must adapt/alter the resources each year depending on the individual needs and capabilities of their class. Suitable commercial resources are limited. Within the SLD environment the focus is developing awareness of the world of work, good employee skills, personal skills and qualities, and matching skills and qualities to jobs. Practically, students are carrying out internal school jobs such as recycling, back office skills (shredding, photocopying) as well as accessing the local amenities to develop social and interpersonal skills essential for adult life. There is no input from the Careers service SENC during KS3 and KS4.
- In post 16 SLD classes, the CEIAG focus is on an individual approach based on learner's skills and qualities , practical work skills, work placement (internal and external), travel training, Career Visits to industry, Young Enterprise, Health and Safety training as well as accreditation though college and at school. Travel Training is accredited by OCN through New Horizons Independent Travel Programme which was purchased through a grant. However, this programme needs to be updated as it contains a unit on using a pay phone. Health and Safety training is accredited through British Safety Council (Entry Level and Level 1).

Additional Issues for Successful CEIAG

- The willingness of the Head of Careers and the availability of opportunity and time to update their knowledge and resources and build up the Careers Team inside their school.
- The degree of support of senior leadership teams and the levels of cooperation of middle managers to try to embed CEIAG across the curriculum.
- Willingness of parents to be involved.
- The levels of understanding of career pathways and the very broad range of qualifications which provide access, especially the vocational pathways.

Improvement of delivery of CEIAG

- Teacher work experience placements should be a key part of improving CEIAG development. There has been funding released during this current academic year for teacher work experience programmes of up to one week in STEM areas. However, the up take of these placement opportunities is low due to time constraints, teaching work load and the difficulty in finding suitable placements.
- Teacher placements in an industry relevant to their subject specialism would enhance the delivery of CEIAG through the curriculum and give classroom teachers a more realistic insight into the demands of the modern workplace. But if this scheme is to be successful there are a number of areas that need addressed. These include the commitment of industry to provide meaningful placements for teachers. A timeframe that would allow for projects to be undertaken and relevant work to be carried out by the teacher.
- One suggestion would be for a teacher to be seconded to industry for ONE academic year where they work as an employee of a company and are able to return to their teaching position after this time. Careers education teachers in the past had a good support network and were encouraged and financed in the development of professional training. CPD courses are no longer available.

- There is limited access for subject specialists to access CEIAG information related to their area of expertise. INSET training in employability skills and career exploration should be provided periodically for all teaching staff and not just CEIAG professionals.
- Businesses need to be given incentives to run work experience programmes. Resources need to be available to train mentors and to provide guidelines on the aims and objectives of work experience.
- Employers, especially in ICT, engineering and finance, are commenting that graduates are not being provided with the skills necessary to succeed in their industry. They need to work more closely with schools – through work experience programmes and mentoring programmes to ensure that students are following the correct pathways for their particular areas of interest.

Severe Learning Difficulty School

- Resources suitable for students with SEN from 11 until 19 are needed. (Perhaps on line so can be easily adapted.)
- Staff require training in CEIAG.
- Staff, either classroom assistants or teachers, need to be released to source work experience placements, support students on placement, and maintain placements as well as skilling students for placement.
- Opportunities to share good CEIAG practice, ideas and resources amongst SLD settings. Creating a Hand Book for teachers delivering CEIAG in SLD setting
- Directory of post school options for SLD students with a brief synopsis of their provision and entry requirements.
- The Careers service special needs coordinator case load has increased over the past 5 years, therefore face to face time with students has decreased. This has had a major impact in their input with schools. Annual review meetings post 16 are attended by these coordinators, however timetable clashes with other schools are regular. Training on raising awareness of syndromes and disabilities is imperative as to how to interact and engage with students

Similarities and differences in Northern Ireland Careers Service provision between Urban and Rural areas, such as availability of Careers Advisers and accessibility to CEIAG services;

- Rural schools are in a difficult position given the small size of schools and the lack of large organisations to support and enhance the delivery of CEIAG.
- Work experience placements in rural areas are even harder to obtain e.g. in East Down there is a heavy focus on the public sector in comparison with the Greater Belfast area which provides less opportunity for creating links with the private sector. Many work experience placements are in Greater Belfast. which places an added burden in terms of staff and student time. In some of the rural areas there is a lack of possibilities in regard to apprenticeships and Internships etc.

Careers Service Provision

- Careers advisors are not generally teachers or have little experience in an educational context. This is an area of weakness of the careers service. In the case of some advisors, they have little experience in dealing with young, school age individuals and the information they furnish the student with, whilst impartial and accurate, is not appropriate for the students academic abilities and students have difficulty in processing this information.
- After the age of 16, students no longer have the right to access careers service advisors through the school. Any access given to the student is based on the good will of the advisor. This is not a satisfactory arrangement. Students undertaking post-16 studies are

very much in need of guidance to aid personal career planning. Greater time needs to be allocated by the careers services to post-16 students and this needs to form part of the service level agreement of the careers service with the school.

Accessibility to CEIAG services

- The majority of CEIAG events are held in larger urban centres; e.g. Belfast /Derry and as a result are not easily accessed by rural schools. This results in a divide between the quality of services offered to rural and urban centres. Schools based in rural areas need to consider travelling costs and time infringements against the benefits of attending organised events.
- Large companies often offer business mentors and industrial visits to schools. They offer the services of a wide range of professionals to schools but, as this service is free, their time commitment is limited and they are, understandably reluctant to travel large distances to offer these services to schools in rural areas. The current economic climate has resulted in the closure of many businesses in rural areas so these services become extremely difficult to access by rural organisations.
- Whilst businesses and organisations such as the STEM ambassadors programme, offer services to schools, the number of students they can cater for is limited and only a small number of students in an organisation can access these services. This results in inadequate provision for the school.
- Local learning communities have tried to negate the effects of geographical isolation by organising events, with varying degrees of success. The problem with such events is not the schools or community failing to participate, but the organisations such as business in the community, business leadership partnership and school employer connections failing to understand the needs of the school and the individual students.

The impact of the budget cuts on the delivery of CEIAG across Northern Ireland.

- Budget cuts have reduced the ability of schools to purchase resources for the delivery of CEIAG. At the same time there are increased costs of materials and licences for software and publications. Purchasable resources are often prohibitively expensive for schools.
- Resources are developed, in most cases, by the teachers delivering CEIAG and, in some schools, these are shared within the local learning community. Collaboration with other schools and external agencies is fundamental to CEIAG but in order to do this, schools need staff trained and opportunities supported financially.
- A centralized working group to produce CEIAG resources for use at KS3, 4 and 5 that is in line with current labour market information, employability skills and the revised NI curriculum should be established. (The Connexions group in England is an example). This group should be made up of CEIAG professionals practicing in NI schools, NI career service advisors and employers. Resources should then be made freely available to schools.
- Funds should be made available to schools to have a full time member of staff involved in the development and implementation of CEIAG. (Smaller schools could share a suitable person). Only when members of staff can build up a rapport with pupils and understand their differing needs, can a Careers education programme fully meet its remit.
- There has also been a loss of specialist advisors at Board level which impacts sharply as very experienced staff are lost from the system; long term this will lead to a lack of strategic planning.

Assess the process of professionalisation of those who deliver CEIAG, particularly in post *primary schools & colleges, including what training is available and how accessible it is;*

- Up until 2004 DENI provided funding for part time post graduate qualifications in CEIAG. This funding has now ceased and the only available professional qualification is a full time

post-graduate programme. This prohibits CEIAG teachers from accessing this qualification and hence there are no formal qualifications available for the professionalisation of those who deliver CEIAG.

- One school reported being involved in a project to develop training resources for newly appointed CEIAG professionals; however, the project has not yet been approved.
- Any training that is available is ad hoc and at the discretion of institutions and organisations willing to provide guidance in the core areas of CEIAG. NISCA (NI Schools and colleges Careers teachers Association) has been instrumental in ensuring that CEIAG professionals are furnished with up to date, relevant information and the majority of resources are provided through the sharing of good practice. The membership of this organisation is voluntary and information is accessed through the good will of businesses, skills sector councils and government departments.
- NISCA has been lobbying the Assembly to release funding for the professionalization of those that delivery CEIAG but as yet no commitment has been made. There has been little, if any improvement in the area of professionalization since the ETI published their results of CEIAG survey in post-primary school in 2006.

(Thanks, for input, are due to: Dominic Clark, Cathy McNamee , Bernie Kells, Grainne Quinn, Norman McPhilips, Marian McGreevy, Zara Minford, Colm Davies, Liam McGuckin, Michael Newman)

Aidan Dolan

Education Director NAHT (NI)
9 December 2012

National Association of Head Teachers Northern Ireland - Additional submission

NAHT

The development of pupils' self-presentation and marketing skills

"I feel there has been excellent progress in this area – students are much more aware of the skills and qualities required for the modern workplace and carry out a lot of mock interview and presentation practice in school."

Pupils today are better prepared in their ability to market themselves than they were in the past. This is due in part to the focus on communication and transferrable skills evident through the revised NI curriculum. The revised curriculum is in its sixth year and during this time; the students that started post-primary education with the implementation of the revised curriculum have become more adept at self-presentation and marketing themselves. Subjects such as LLW lend themselves to the development of these skills, as does teaching methods such as peer learning. However, time constraints and access to suitable resources limit the development of these skills within subject areas and the time allocated to non-assessed subjects such as Pastoral Care and CEIAG is not sufficient to develop these skills to the depth that is required for recruitment into the current labour market.

It should also be noted that we are tasked with educating 11-19 year olds and it is often the case that these students are not equipped with the life skills, responsibility or the necessary social or emotional maturity to fully develop self-presentation skills to the level required by the labour market.

"This is done through interview skills. Sometimes it can be quite hard to get interviewers to come into school and give up time at their work".

Schools are not workplaces for students but we must do all that we can to ensure readiness for the labour market. Effective self-presentation and marketing skills lie within the development of an individual's self-esteem and self-worth to such a level that they have confidence in themselves. CEIAG facilitates the exploration of these skills and goes some way to develop these skills, but until students can connect CEIAG and the world of work, the development of this area will be stunted. Employers need to invest more time in developing relationships with schools, working with small groups to develop said areas. Projects need to be specific, measurable, achievable and target driven.

Organisations like Sentinus and Young Enterprise provide an excellent service that contributes to these skills but due to budget constraints the costs associated with buying in enough time to thoroughly prepare all students is prohibitive. Self-presentation is being addressed superficially at all these workshops but not in sufficient depth to see a significant improvement. If schools could avail of more free workshops for smaller groups of students there would be a measurable improvement in the ability of pupils to present themselves.

ELB advisors

"The support of OLC co-ordinator and other careers teachers within the learning community is very valuable but not aware of ELB advisor in this area."

"I am in my second year of this post and I have never had any contact with an ELB advisor. I have tried but I have come to the conclusion that regardless of their presence/absence they would be of no significant use. I get fantastic help, guidance and support from the Omagh

Learning Community careers sub-group and, to my mind, I cannot see how an ELB advisor could surpass that. All the Heads of Careers have up to date, relevant information, resources are shared and developed and local events organised. However, like every position, when you are fire fighting everyday it's more difficult to see the bigger picture and plan for continual improvement. Maybe that should be the role of an ELB advisor but I feel we do a great job as a learning community."

The variation in teacher's skills and confidence in delivering the careers element of their own subject

The variation within this area is massive and very much dependent on the teachers' personality and previous experience. As a rule, teachers who have spent some time in industry either before they joined the teaching profession, or during a career break/ secondment are a lot more confident in discussing career pathways than teachers who entered the profession straight from university.

"It is very difficult for a teacher new to careers to deliver the subject. It is not like history or physics where teachers study it at school and then at Uni. You just pick careers up as you go along and from experience. The goalposts are constantly moving in careers yet there is not set curriculum as such. "

It should be noted at this point that teaching is a career and a profession. The employability and transferrable skills that we strive to develop in our students are the skills that we must use in our daily working life. To say that teachers are out of touch with modern working environments is hugely inaccurate but a common misconception perceived by a significant proportion of the population.

There is no guidance for subject teachers on how to integrate careers education into lessons. It is a personal preference if they choose to do so. The LMI published by DEL is 2 years out of date but would be the easiest source for classroom teachers to access.

Some teachers actively seek out careers information or can talk from their own experience. Teachers involved with applied and vocational subjects are more in tune with career opportunities in specific areas.

Suggestions for improvement

School level:

Audit of level of confidence within staff, development of subject specific careers lessons delivered by subject specialists, time allocated to development of resources and teacher training and support available from DEL. Integration of lessons into SOW. Development of lessons around real life industry specific issues (more related to STEM subjects)

ELB level:

Cluster training for subject specialists on LMI related to their subject area. DEL need to make significant improvements to the information they have available to school to support teachers in this area.

Development of resources and schemes of work within clusters for sharing between schools.

Setting up a networking event with local and national employers and subject teachers to facilitate the exchange of up to date and relevant information.

Department of Education level:

Significant funding needs to be made available to allow teachers to get valuable work experience in modern working environments if they are to feel more confident when engaging

in careers discussion/lessons within their specialist area. One or two week placements are not sufficient to develop these skills and whilst the DENI have made funds available, they are only in STEM areas and limited to very short placements. Also, a major hurdle is the fact that businesses do not fully buy into the process. They say they will offer placements but what quality are these placements? How much actual work does the teacher get to do? Have they a project to complete? How important is their role in that company? More incentives for businesses need to be made available if this area is to improve.

Suitability of work experience and what employers can do to help

In general, work experience and employers expectation of students readiness for the labour market are at opposite ends of the spectrum.

Some organisations have bought into the importance of the work experience programme – mostly government organisations and large multinational companies – but they are still not providing enough placements of sufficient length to allow students to get a true perception of particular careers.

The quality of the work experience that a student gets is down to the value that the employer places on it.

The benefits of a meaningful work experience programme include;

- A realistic insight into the day to day requirements of the job
- Ability to gauge the skills and level at which these skills are needed
- An opportunity to discuss entry routes and progression routes
- If an employer takes a serious approach to work experience all these points are addressed.

However, it is more common that the work experience student is used as cheap labour doing menial tasks for a disproportionate amount of time. Students have reported being ignored, left on their own, sent to do unacceptable jobs and made to feel unwanted while they are on placement. This is an issue more so with private industry where economic pressures and the recession have resulted in redundancies and cutbacks that mean they have less staff doing more work and there is very little time to dedicate to providing a meaningful work experience for a student. As schools we learn to avoid these types of employers when seeking work experience but you don't want to take advance of the good nature of those employers that do offer excellent work placements.

> *'Employers need to connect with schools and say exactly what they are prepared to offer in terms of work experience. There are 6 post primary schools in this area and all are looking for work experience for their students. We are in a geographical area where there is very little in manufacturing or global companies. The resource pool for work experience is limited.'*

> *"Work experience in the West is a problem. Some pupils just can't get something relevant. Healthcare getting increasingly difficult to get work experience in yet Universities stipulate applicants need to have it."*

Employers could issue a list of dates they are prepared to offer placements and a short description of what they will offer. This will encourage more students to avail of meaningful opportunities and give employers some control over when and how many students they are prepared to take on.

Businesses are always berating schools for not equipping students with the necessary skills – they need to take some of that responsibility on board and let students in to try the jobs to see what they do need to successfully enter the labour market.

"Whilst employers are very helpful this is a difficult area as it can be very hard to secure good quality work experience – difficult for businesses to get students something meaningful to do in such a short timeframe and yet longer placements may put employers off. Work shadowing more realistic where students can observe an employee and then have e.g. half an hour of their time to ask questions – schools to give students a framework of questions to help structure this interview. "

Business incentives to operate work experience

"None whatsoever – people do it out of the goodness of their own heart or because they know the pupil or their parents."

Surely the biggest incentive should be the potential of students to develop the skills and qualities that they need and ensuring that they follow training or further/higher education in a relevant discipline in order to maximise their potential to succeed in a particular industry.

Private industries/companies should be offered bursaries for recruitment of placement students that will provide the resources for someone in the organisation to mentor them. Especially businesses funded by invest NI. Government departments should set themselves targets to provide a set number of placements each year.

"Perhaps some kind of charter mark award – similar to Investors in People where businesses that sign up to be part of a work experience employer register would be able to display the charter mark on their website/ business literature etc."

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Northern Ireland Association for the Care and Resettlement of Offenders

DATE: August 2012

CRU Ref: 2012/44

NIACRO Ref: HCB25448

Committee Clerk,
Room 416, Parliament Buildings
Ballymiscaw,
Stormont
Belfast BT4 3XX

24th August 2012

Dear Sir / Madam

I enclose NIACRO's response to the Committee for Employment and Learning inquiry into the Careers Education, Information, Advice and Guidance (CEIAG) Northern Ireland.

NIACRO, the Northern Ireland Association for the Care and Resettlement of Offenders, is a voluntary organisation, working for over 40 years to reduce crime and its impact on people and communities. NIACRO provides services for and works with children and young people; with adults in the community and with people in prison and their families, whilst working to influence others and apply all of our resources effectively.

NIACRO receives funding from, and works in partnership with, a range of statutory departments and agencies in Northern Ireland, including criminal justice, health, social services, housing and others.

We welcome the opportunity to provide input to this inquiry based on evidence generated from service delivery.

If you require any further information, please do not hesitate to contact us.

We look forward to the outcome of the inquiry and to the strengthening of CEIAG across Northern Ireland.

Yours faithfully

Pat Conway
Director of Services
Enc

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6. Summary of NIACRO Recommendations

1. Introduction:

1.1 NIACRO welcomes the decision by the DEL Committee to hold an Inquiry into Careers Education, Information, Advice and Guidance (CEIAG), and grateful for the opportunity to input to this process. We are hopeful that the terms of reference outlined by the Committee will ensure the Department for Employment and Learning develop a response to those areas where the current CEIAG strategy is failing to meet the needs of target groups.

1.2 NIACRO's response is based on practical experiences working with children and young people; adults in the community; and people in prison and their families. It is informed particularly by our work with a range of young people who are involved in the criminal justice system and those at risk of offending. The recommendations we make are bourne out of 40 years of experience working within a training and employment context with school excluders and those furthest removed from the labour market.

"I didn't like school, so I didn't go back after my third year. Nobody came to see me or my mother, so I just played my X-box or went into town" (Male 16yrs)

"I didn't go to school much after I left my primary. I went to secondary school until Christmas. A teacher came to see us but I didn't go back. I went to EOTAS for about 4 weeks and left. I'm okay at writing, but I can't read big words"

(Female, 17 yrs)

"I wasn't doing any GCSE's so I was told not to come back after Halloween, so I didn't. Nobody came to see me so I just ran about the estate with my mates." (Male 16yrs)

2. NIACRO'S Services for Young People:

2.1 NIACRO provides range of services and programmes for children and young people, including:

- Choose To Change - which works with young people, aged 16-18 years, who have been involved in the criminal justice system, to prepare them for training and increase their employability;
- Child and Parent Support Programme - which provides intensive support services to families whose children (aged 8-13 years) are at risk of engaging in anti-social/ offending behaviour;

- Jobtrack - which works with people aged 18 and over to assist those people with convictions to return to employment following a sentence.

The young people we work with are: -

- At higher risk of social exclusion;
- More likely to be involved with the care system;
- More likely to be involved in criminal activities (due mostly to boredom, peer pressure and a lack of positive role models);
- More likely to have poor educational experiences;
- More likely to be in unstable living situations; and
- More likely to be misusing drugs and/or alcohol and undertaking harmful activities.

3. Challenges Faced by Young People Involved in Criminal Justice:

Education:

3.1 Many of the young people referred to NIACRO programmes have complex and chaotic lifestyles. This group traditionally struggle within the formal education system, which can fail to recognise the difficulties they face.

3.2 As a result, these young people consider mainstream education to be irrelevant to their future prospects, and fail to adhere to the norms within the formal system. More often than not, they become labelled as 'troublemakers' causing them to become further alienated from the system.

3.3 The correlation between young people who are disengaged from education and youth offending behaviour has long been recognised. However, in our view, there remains a large gap between youth justice and educational provision, with little joint work between the departments responsible for both.

Having A Conviction:

3.4 We know from our experiences of working with employers, training providers and the Further Education sector that they are often reluctant to engage with young people who have a conviction.

John, aged 17, applied for a TFS Construction course at his local college. NIACRO supported him with disclosing his offending behaviour in written form and advocated on his behalf with the course tutor.

The college informed John that he met the entry criteria for a place on this course. A few weeks later, he received a letter requiring his presence at an interview on campus.

On attending the panel, John was interviewed by 3 members of college staff, who focussed mainly on his offending behaviour. Following this interview he was informed that he did not meet the criteria for the construction course.

NIACRO attempted to advocate on his behalf and were informed that the course was oversubscribed. However, we knew anecdotally that other people had been able to join the same course at a later date.

We brought this to the attention of the college, but have yet to receive a satisfactory response as to why our service user had his offer withdrawn.

3.5 We know that the multiple barriers faced by the young people we work with require colleges to deliver a flexible, needs-based form of learning.

However, FE colleges do not operate in this way. The Head of our Choose to Change programme has noted – "Many of our service users have been put off accessing FE college courses because they see it as an extension of their school experiences. The inflexibility of course timetables doesn't help."

"On the other hand, the attitudes of some college staff further disadvantage this group of young people. It is difficult enough to get this group engaged in re-entering the education and training system. However, it is NIACRO policy to ensure our service users disclose their conviction and they invariably face attitudinal barriers when they do so."

Challenges to Employment:

3.6 The evidential link between employment and successful resettlement is unequivocal. Research shows that people with convictions who get into and stay in jobs are significantly less likely to engage in criminal behaviour than those who don't. Employment can reduce re-offending by between a third and a half.[1]

3.7 In Northern Ireland, an estimated 100,000 people have criminal convictions in a population of 1.7million. To exclude such people significantly reduces the labour pool. However, major barriers remain to the ability of ex-prisoners to gain consistent education and employment.

3.8 In 2002, the Home Office noted that 60% of ex-offenders are refused jobs because of their criminal record, regardless of age. In the ten years since this research was published, little has changed.[2] In fact, it has become more difficult for ex-prisoners and offenders to gain consistent employment.

3.9 With few skills, a lack of motivation and lifestyles not conducive to employment, many young people who have been involved in offending behaviour are likely to have had little or no experience of legitimate employment.

Young People in Custody:

3.10 Young people living in custody, such as the Justice Juvenile Centre (JJC) and Hydebank Wood Young Offenders Centre (YOC) are at a very real risk of losing permanent access to any form of education and training.

3.11 This group are also more likely to come from a care background. More than half of young people leaving care (53%) leave school without gaining any qualifications[3] and 9.6% of children in care aged 10 or over have been cautioned or convicted for an offence, almost 3 times the rate for all children of this age.[4]

3.12 Young people in care have access to state supported services such as Training for Success until they are 22 years of age. However, this ceases when a young person goes into custody.

3.13 It impacts particularly on young people who enter Hydebank Wood or the JJC and are not released until after they turn 18 years old. As this group are in custody during the qualifying period, they often miss the opportunity to access Training for Success or similar learning opportunities.

1 Home Office (2002), Breaking the Circle: a report on the review of the Rehabilitation of Offenders Act, London: Home Office

2 Home Office (2002), Breaking the Circle: a report on the review of the Rehabilitation of Offenders Act, London: Home Office

3 DHSSPS, (2009) Northern Ireland care leavers 2007/08, Statistical Bulletin, April.

4 Department for Children, Schools and Families (2007) Care Matters: Time for Change - White Paper, London: DCSF

3.14 CEIAG is crucial to the successful resettlement pathways of young people in custody. We know that Careers staff work effectively within the JJC but this is not replicated at Hydebank Wood. NIACRO believes that this is unacceptable, as DEL has a responsibility to offer information and advice to all young people up to the age of 25 years. In order to address this NIACRO believe that CEIAG must become integrated within the criminal justice system and provide appropriate services within Hydebank Wood.

4. Relationship with Careers Education, Information, Advice and Guidance (CEIAG)

4.1 Over the last decade, our training and employability programmes have enjoyed very positive working relationships with CEIAG. Most particularly we have well established connections in the community with Careers Advisors attending our training facilities on designated days and accompanying NIACRO staff into the Juvenile Justice Centre on a regular basis to support career planning and job search activities.

4.2 In addition, those managing CEIAG have prioritised NIACRO's Employer Training on the Safe and Fair Recruitment of Individuals with Convictions as an integral part of their overall staff training and development plan. In the period April 2005 - March 2011, 90 Careers Advisors attended training.

4.3 The result of this collaborative approach has been extremely positive for those people using our services. On a number of occasions, where they have faced discrimination and rejection from local FE colleges on the basis of their convictions, CEIAG staff have challenged practice and opened up opportunities that would otherwise have been denied to individuals.

Jason, age 17, was attending an FE College on a Skills for Work Car Mechanics course. Jason has an identified learning disability, for which he should have been receiving additional support from the college. By December 2011, he was struggling to complete some of his course work and his father asked to see his Course Tutor. The Course Tutor was unaware of Jason's learning disability and agreed to pursue this with the relevant Tutors in the college. By February 2012, Jason was in a work placement and doing very well but was still having some problems with course work and receiving no additional support from the college. At this point, Jason's parents contacted Choose to Change staff, who in turn contacted the Careers Service for assistance. The Careers Service set up a meeting with the relevant college staff to have Jason's case reviewed, particularly in relation to providing an additional support package. It was discovered that the college were unaware of Jason's learning disability, as there had been a break down in information recording systems. Following the meeting, Jason's additional support was put in place and he is now progressing into his second year in Skills for Work.

4.4 From our own evidence we clearly acknowledge very specific and positive aspects of the work of CEIAG including:

Professional qualification framework requirement - CEIAG have an agreed process that allows teachers to be identified and trained specifically in Careers information, advice and guidance to support delivery of the curriculums Learning for Life and Work (LLW) for years 8-10. We believe that this ensures consistency in delivery of a quality service and contributes to the overall commitment of staff;

Professional leadership across staff teams - In our experience, CEIAG management demonstrate real commitment to understanding and addressing the needs of the most excluded and hard to reach young people, particularly those with convictions. This has been particularly evident in their commitment to and attendance at NIACRO Employer Training.

Readiness to engage with Voluntary and Community based organisations - CEIAG staff are willing to work within a peripatetic model of service delivery that supports individuals' engagement within familiar and "safe" environments. This is particularly helpful to the work of NIACRO given the numbers of our service users who will not/cannot access mainstream school/ FE college provision.

Low staff turnover - Our experience is that changes in staffing within CEIAG is lower than, for example, staff working within Jobs and Benefits and Personal Advisors across DEL's Steps to Work programme. We can clearly see that the training and development investment made has had significant positive impact for our service users and allowed for safe and consistent contribution to Public Protection and risk Management processes. This would not have been possible had there been a constant change in workforce and no regular requirement to train.

5. Issues Emerging from the Inquiry's Terms of Reference:

5.1 Having stated the very positive contribution of CEIAG, we welcome the opportunity to highlight areas where improvement is required to enhance the service across Northern Ireland.

5.2 Issues relating to individuals not attending or excluded from school:

5.2.1 We acknowledge that there is now the opportunity to consider career choices between years 8-10 as part of Learning for Life and Work (LLW). However, from our school based work, we have evidence that this is inconsistent. Our particular concern is for those individuals in year 10 who are offered an individual interview with an Advisor –this is normally carried out during a specific week of the year and if absent no alternative interview is offered.

5.2.2 This is particularly an issue for young people who do not attend or are excluded from school and this profile reflects the vast majority of our young service users. Ultimately if a young person is not attending school, then there is no chance of accessing careers advice.

5.2.3 NIACRO recommend that formal procedures are put in place between CEIAG, Education and Welfare and EOTAS to address gaps in provision for those designated as NEETS - Not in Education, Training or Employment.

5.3 Issues relating to individuals post-school age:

5.3.1 Currently, it is the immediate responsibility of young people who leave school at 16 to make contact with CEIAG themselves or, if registered, to wait for an appointment in August to see Careers staff. Our experience is that greater priority is given to those young people who have achieved at school or who at least have a chosen career path.

5.3.2 The profile of the young people we work with reflects their chaotic lifestyles; poor family and community support networks; lack of motivation and lack of self esteem. These are the very young people who require more support services. It is imperative, therefore, that a more proactive, structured and coordinated approach is taken that will incorporate and prioritise such young people.

5.3.3 NIACRO recommends that all future CEIAG strategies need cross departmental support and agreement, with specific commitments to contribute to actions to ensure that all young people, particularly those on the margins of our society, have access to appropriate support and advice.

5.4 Culture of disjoint between DEL Services:

5.4.1 A key objective of NIACRO employability work is to support individuals to move onto mainstream or community based programmes as part of an overall resettlement process. In doing so we have experience of working across a range of DEL services.

5.4.2 Through this work we have experienced particular and stark differences in the approach to, and delivery of, careers advice and guidance. We know that Careers staff provide a professional service utilising motivational skills that demonstrates priority focus on the "customer". Advisors within Jobs and Benefits / Steps 2 Work do not demonstrate the same levels of professionalism or commitment and are limited in their support of individuals due to an unhelpful focus on the barriers they may be experiencing.

5.4.3 We believe that the disparities in service delivery are caused by inconsistencies in the requirement for professional training in this area. NIACRO recommends that ALL staff involved in, or required to deliver, careers advice should be trained to the same professional standards as staff within CEIAG.

5.5 Cross Departmental Working:

5.5.1 As previously stated CEIAG staff work on a regular basis within the Juvenile Justice Centre and we welcome this. However, such arrangements are not replicated at Hydebank Wood where all of the young male population are under 25. NIACRO view this as a significant gap which needs to be addressed.

5.5.2. NIACRO recommends the Department of Justice, Department of Education and Department of Employment and Learning develop a protocol to ensure the Careers Service has access to and properly supports young people who are in custody, which is followed up on their release.

5.6 Impact of Budget Cuts:

5.6.1 We note with disappointment that in the last 12 months the Careers Service have not committed to the NIACRO Employer training. We are concerned that a lack of training and understanding of the rehabilitation legislation and management of conviction and disclosure issues will lead to practices that are potentially unsafe in terms of risk management or open to Judicial Review with implications for the Department.

5.6.2 Our records show that in this period, three people have successfully taken Judicial Reviews against 1 specific college (and PSNI) on the following grounds:

(a) Disclosure of caution information by PSNI which was not in accordance with law and accordingly breached the applicant's Art 8 rights of the European Convention on Human Rights (ECHR).

(b) In the case of two students, the treatment of cautions as convictions by the college.

(c) The College's failure to carry out subsequent risk assessments regarding the student's suitability for placement.

(d) The College's failure to apply the NIACRO Guidelines and the Access N.I. Code of Practice.

5.6.3 In order to ensure its own good practice is maintained, NIACRO recommends Department for Employment and Learning (DEL) prioritise our Employer Training "Safe and Fair Recruitment of People with Convictions" as core to the staff development of ALL Careers staff and Personal Advisors.

6. Conclusion:

6.1 NIACRO welcomes the opportunity to present its views on behalf of its service users. Many of the people we work with face significant disadvantage and multiple barriers when accessing training and employment. Access to appropriate and informed Careers Education, Information, Advice and Guidance is core to reducing offending and increasing public safety. Therefore, any inquiry which seeks to build on "what works" and address those aspects of the service that are less impactful, is welcome.

6.2 It is hoped that the specific points presented are a useful contribution in this debate and we would welcome further discussion on developing an effective and inclusive strategy.

NIACRO Recommendations – Summary:

NIACRO recommend that formal procedures are put in place between CEIAG, Education and Welfare and EOTAS to address gaps in provision for those designated as NEETS - Not in Education, Training or Employment.

NIACRO recommends that all future CEIAG strategies need cross departmental support and agreement, with specific commitments to contribute to actions to ensure that all young people, particularly those on the margins of our society, have access to appropriate support and advice.

NIACRO recommends that ALL staff involved in, or required to deliver, careers advice should be trained to the same professional standards as staff within CEIAG. NIACRO recommends the Department of Justice, Department of Education and Department of Employment and Learning develop a protocol to ensure the Careers Service has access to and properly supports young people who are in custody, which is followed up on their release.

In order to ensure its own good practice is maintained, NIACRO recommends Department for Employment and Learning (DEL) prioritise our Employer Training *"Safe and Fair Recruitment of People with Convictions"* as core to the staff development of ALL Careers staff and Personal Advisors.

Northern Ireland Commissioner for Children and Young People

NICCY
northern ireland commissioner
for children and young people

patricia lewsley-mooney
commissioner

Basil McCrea MLA
Chair
Committee for Employment and Learning
Room 416 Parliament Buildings
Ballymiscaw Stormont
Belfast
BT4 3XX

10 August 2012

Our Ref: 12/PD/PLM/076

Dear Chair

Thank you for your request to provide information to the Committee's Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland. I welcome the Committee's careful consideration of this important area.

While I am not submitting detailed evidence to the Committee I would highlight my concern that the Inquiry ensures attention is given to the effectiveness of CEIAG in supporting the transition of young people with learning disabilities to further education, training and employment. I hope that the Inquiry will consider the role of CEIAG in schools for children with moderate and severe learning difficulties as well in supporting young people with learning disabilities in mainstream schools.

In response to concerns reported to NICCY regarding the effectiveness of transition arrangements for young people with learning disabilities I commissioned a scoping report to examine this across education, training, employment, health and social care. I will ensure that the Committee receives details of the launch of the publication and a copy of the report, which will be released in mid September, and hope that it will be helpful to the Committee's Inquiry.

Please do not hesitate to contact me if you require any further information.

Yours sincerely

Patricia Lewsley-Mooney
Commissioner for Children and Young People

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Northern Ireland Science Park

Round Table Feedback

Views from the Northern Ireland Science Park (NISP) Community on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

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Executive Summary

A group of recent school leavers, teachers from the Association of Science Education, representatives from Learned Societies and Employers associated with the NI Science Park met to discuss a response to the Committee's enquiry into careers' guidance. This paper acknowledges that, despite the best efforts and diligence of current providers, each annual cadre of young people are ill equipped to navigate their way in the work of work. Some suggestions are made to help inspire teachers, their charges and parents seek out and use the vast amount of material available. We suggest Schools and colleges identify and make use of good role models to inspire others. Finally we emphasise project work and practice to illustrate relevance and aid the creation of soft skills. To make time in the busy curriculum, we suggest a major review and, in particular, reconsideration of the unintentional issues brought about by the "Entitlement Framework".

Methodology

A lunch-time workshop was held at the NI Science Park on 15th August 2012 to discuss the Employment and Learning Committee's enquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland. Attending were some recent products of the education system (Users), some committee members from the Association of Science Education representing Teachers, and representatives of learned societies, Young Enterprise and Science Park tenants (employers). The workshop was divided into three sessions; defining the problem, brainstorming solutions and choosing the most cost effective.

1. Defining the problem

All agreed this should not be a "blame and fault" exercise. All present had the experience of hard working diligent teachers working hard to deliver their tasks within the parameters set by government, establishment boards and their executive leadership. Equally no-one questioned the vast amount of valid information available, especially electronically, to teachers, students and parents. However all agreed that, each year, the system failed to deliver a cadre of young people with good knowledge of the world of work, the essentials to plan or even to consider a career path and even the career rationale for subject choices and the platform of knowledge, experience and qualification that a particular choice might require. There were some differences of perspective from our three groups:

Users noted that they had not been shown the relevance of subjects in those classes and that careers classes were treated as playtime because they didn't lead to an exam result. Generally classes offered undigested information, whereas young people react more positively to inspiration and will then use their (universal) web-based skills to get the information they need. They need help to identify and develop their transferable skills and to recognise and correct those not yet in their portfolios. They failed to recognise the writings of entrepreneur gurus such as Steve Jobs (love what you do) in NI careers advice. They did note that some bodies, such as Young Enterprise & Sentinus, were very effective in giving a wider view to ideas and plans.

The Teachers' perspective was a little different. They noted that today Careers and Personal Development are taught separately from the other subjects, rather than part of all subjects. This has changed from original intention. This results in variation of performance depending on the background of particular careers advisors but generally the division of responsibility means that careers' material isn't reaching subject teachers. Teachers noted most strongly that, since all school stakeholders (DE, DEL, the Schools' Inspectorate and Boards) focus still on academic examination results, if something is not to be examined formally, the temptation is to ignore or to down grade and pay lip-service. They agreed that young people need to know it's OK to aspire. They noted a very serious and pernicious issue arising from the well -meaning "Entitlement Framework"; this forces much resource on relevant-sounding subjects being taught to too many people but which don't actually provide access to the jobs they are designed for. In effect it causes a proliferation of subjects and takes young people away from the subjects that create a more employable foundation. They argued vehemently that NI teachers are exceptionally high quality and deliver what they are given, i.e. they do their jobs well; so the job is wrong. All agreed.

From our Employers' & Societies' Perspective, they observed that the current guidance on the work-place for teachers is not up-to-date with modern working methods, job types and requirements for qualifications and skills. In particular they wanted to see employability parameters for the full spectrum of jobs and industries, not just the "Professions". They had observed that even at its best, careers' teaching was limited to the next step and not for life. They were all willing to help within the resources available to them but they needed much more efficient and reliable ways of reaching all schools. Careers advice should not just be limited to the careers professional but should be integrated within each of the subject teachers for guidance.

2. Potential Solutions in which the NISP community might assist a. Role Models and how to use them to produce cultural change.

    i. All schools, colleges etc to be encouraged and supported to track their alumni in order to make role models of the most successful in all aspects of the world of work. There should be training in how to approach and to use and there should be sharing of the names etc to help rural low density populations balance out with conurbations.

    ii. This is very different from the current crop of those invited to return to prize days, with others only being chased for openings of buildings etc. Need scalable solutions, not visiting sessions

b. A careers information portal targeted for teachers and parents but accessible to young people once motivated.

    i. It must have metrics for measuring impact, e.g. site hits. It mustn't recreate content, but collect it. It must be updated regularly, perhaps by the information providers, maybe by site administrators / or as academic projects. Content should be designed primarily to inspire teachers and secondly to inspire Young People. (e.g. Role Model videos). The Service should recreate the skills/services of good careers advisors. It needs a good content specification, e.g. location & sector of businesses, and location of schools. Above all it needs to give a coherent message and structure across all subject areas (do we even need subjects?) and clarify the difference between the horizontals (multi-disciplinary subjects such as career development, communication, research skills etc) and the verticals (the academic subjects).

    ii. NISP, MATRIX, and others should collate and provide briefings on the modern workplace and the skills employers actually look for, such as definitions of technology (as a cross sector enabler), current engineering practices, team-working challenges etc. Where possible this would be dynamic and populated by live data.

c. Every teacher should have a regular entitlement to deep immersion in a relevant business or industry, as part of their continuing professional development.

d. Improved Communications for Business and Learned Societies within, between and to Schools and Colleges.

i. Companies with strong corporate social responsibility ethics, the learned societies and NISP all seek to reach out to places of learning but find the process unintentionally difficult unless they have a name already lined up and ready to receive the communication.

ii. Perhaps there should be an accepted and monitored marking to ensure all legitimate offerings are prominently marked and so don't disappear as irrelevant spam.

e. A much bigger role for Project Work in the curriculum of all subjects to demonstrate relevance and hence to allow Careers teaching to focus on the development & recognition of "soft skills" for each young person.

i. Skills are learned by practice and team problem solving projects are well recognised to be one of the most effective ways not only of showing relevance to book learning but also of creating and honing the soft skills so valued by business and industry such as team-working and communication (especially between cultures)

f. Provide better information on the state of the economy, job market and emerging industrial trends so that teachers, parents, and young people can make properly informed judgements.

i. It must work in conjunction with those who provide the economic information and forecasts i.e. DETI and bank economists. If resourced to do so, all who provide economic visions, such as NI Science Park, Matrix, CBI, IOD, NICC etc, could be encouraged to make their work easily digestible for each cadre of young people, their teachers and parents to provide a respected source of information as to the market for jobs in different sectors etc.

g. A higher profile given to each young person's "book of attainment" which should include recognition of soft skills and all aspects of talent, which should include those they have developed through voluntary work, music and sport etc.

3. Removal and reduction of "Blockers"

a. Better Target Setting and Monitoring for Schools and Colleges

i. Targets must be expanded to include outcomes beyond examination results and beyond the immediate next step in question.

ii. All items listed above could be turned into outcome metrics against which the performance of the system could be measured.

iii. The individual's success (in a broad sense, not just financial success) should be tracked for life (e.g. against National Insurance number), and that success tied to the schools performance rating.

iv. Each student should have a 'physical career plan', to be updated at regular intervals.

b. A revision and simplification of the curriculum to allow time and energy for career and project activity in each subject and proper careers teaching, advice and personal assessment.

c. Resourcing, assessment and improvement of teachers' performance in relation to all aspects of careers influencing and guidance.

Some of the Northern Ireland Science Park tenants within the ICT sector who could not make the meeting shared views which can be found in Appendix A.

Included in Appendix B is Good Timing magazine which was published in Nov 2011. It's a Department of Education report on implementing STEM career strategy in secondary schools in England.

About The Northern Ireland Science Park

The Northern Ireland Science Park is one of the UK's leading innovation hubs providing an environment where people with ideas, resources and expertise can collaborate and innovate for individual and wider economic success – it's an ecosystem where industry, government and academia come together to do business with science and engineering. Innovative technology and engineering developed at the Science Park is transforming lives, and benefiting businesses and communities throughout the region and around the world.

Aptly headquartered within the historic 180-acre Titanic Quarter – once celebrated as a world leading engineering location where the White Star Line's famous family of Olympic passenger vessels were conceived and built and RMS Titanic had its final fit-out – the Northern Ireland Science Park is a leading player in the Northern Ireland innovation economy.

The Park Community

There are currently more than 110 companies employing almost 2000 people at the Science Park ranging from global corporations to local entrepreneurs. They fall under eight business sectors: Clean Technology/Renewables; High tech; Telecommunications; Digital Media; Health/Bio Technology; Aeronautical Technology; financial engineering and Business Support.

Fostering Innovation and Entrepreneurialism

Not only does NISP boast the ideal physical infrastructure to host cuttingedge, value-added companies its mentoring programmes delivered under the NISP CONNECT banner are dedicated to promoting sustained growth. By offering mentoring programmes directly to the region's most promising ventures, the Science Park has become the leading location for knowledgebased enterprises.

The Future

The Science Park is one of the top ten science parks in the UK and Ireland and is well recognised internationally. With further expansion plans both on the existing site and further afield across Northern Ireland, the Science Park will continue to play a critical role in maximising the benefits of innovation and technology for the NI economy.

For further information visit www.nisp.co.uk

Appendix A

Oh developers, where art thou?

Lamenting the lack of able and available developers is a commonplace in the Northern Ireland software development field at the moment. Richard Martin, Managing Director of Tascomi, a growing local software company, examines the reasons for the current situation and the way forward.

"Northern Ireland has most severe IT skills shortage in UK" shouted the Computer World headline on 3 February 2011, reviewing publication of the third E-Skills UK 'ICT Snapshot' report on Northern Ireland. BBC NI News was reflecting the same story a year later. So its not as if this is a new problem, and yet ….

Overtrading NI skills?

…. For some time now, Northern Ireland has been successfully promoted, by Invest NI (Fresh Talent and Skills Abundant in NI according to their website) and others, as a worldwide centre of ICT excellence with skilled and available people for the software and IT industry and has become a significant location for direct foreign investment. This has helped to establish a sector with almost 17,000 people and 700 ICT companies engaged in it. But have we been overtrading on these skills and their availability? and has this, at least partially, lead to the current dearth of developers in NI. This is bad for the growth of NI as a software centre, not only in attracting outside investment, but also in preventing the growth of indigenous companies. Tascomi growth into the UK and Republic of Ireland markets, for instance, has been hampered by the lack of able developers at a cost effective price for local companies.

Research announced by Department of Employment and Learning Minister, Stephen Farry confirmed the potential for accelerated growth in the ICT sector and the potential to create 10,000 further jobs in Northern Ireland by 2030. But have we still got the people, and the people with the right skills?

Ability and capability

For the last six months Tascomi have been working very hard to recruit suitable developers and, along with many other companies, has found a lack of suitably able developers in the Northern Ireland market. A simple test of developer ability (not unlike a literacy or numeracy test for administrative staff) is used as part of the recruitment process, but has proved too much for almost all of those seeking developer employment, including those coming through KTP. Most were unable to even describe the solution in English (or pseudocode) much less write a few simple lines of code in a language of their choice. Yet most of these people were computer science graduates presenting themselves as developers but with no discernable coding or logic skills. Surely our education system should be able to produce graduates for Northern Ireland who can at least code. The worry, of course, is that current computer science education is not geared to actually produce people able to code at a working level for companies in Northern Ireland (despite all our promotion as an IT skilled destination).

The Tascomi experience is not, of course, an isolated one, and the growth of many other and larger companies is similarly in jeopardy due to lack of the required staff. The May 2012 E-Skills UK report confirmed this, stating that skill gaps in the workforce appear to be continuing to increase.

Wage Inflation

Assuming a company can actually engage a suitably able developer, there is the key question of whether the company can retain them at a cost the company can afford. Because of the shortage of developers, the cost of the existing developer corpus has been rising as companies vie with each other in terms of wages to secure the scare resources. Most IT companies in Northern Ireland will have faced rising internal wage demands from developers,

as they are sought out by recruitment companies or rival IT companies. Wages are already one third above the private sector average in Northern Ireland (1). Whilst good for the lucky individual skilled developers, it is very difficult for smaller companies with less resource to commit to wage inflation.

Of course, this revolving door wage inflation, is to some extent self inflicted wounds by the IT industry, aided and abetted by recruitment companies, as we all compete for scarce resources. If the resources were not scarce then, of course, we would not be in this situation.

Why the skill shortage?

As mentioned above, our NI education system is at least partially responsible for the skill shortage, with an apparent inability to produce developers with the required skills (as Tascomi experience has shown). The fault lies not just in third level education, but throughout the system. In UK there is an increasing realization that programming has to start at a much earlier stage in schools, using Raspberry Pi and other tools, at primary and secondary level. Eric Schmidt of Google has emphasized the need to move towards encouraging young children and teenagers to program in the education system. While there are encouraging signs with some colleges and STEM, there is so much more to be done to change the culture of education to meet the needs of employers and of modern society.

Earlier this year, Stephen Farry convened and chaired an ICT working group bringing together government, businesses, local colleges and universities. An ICT action plan was launched and sets out actions to be taken forward collaboratively between government, industry and education to plan effectively for the future. The skills provision theme sets out how to address the critical skills requirements, to encourage uptake of relevant courses in education and to utilize alternative routes into sector, eg ICT apprenticeships.

Campaigns like ‘Bring it On’ are valuable and is currently emphasizing that the demand is on for IT professionals right now. While all of this is good, and it helps to address eventual need and capability, it will not address the immediate situation

Outsourcing

It seems bizarre, in a situation where Northern Ireland is promoted as the place to come to for skilled IT staff etc, to be talking about seeking solutions to finding suitable developer staff on an outsourced basis. Tascomi, for instance, have had to look at potential developer resources in Romania as a way of finding suitable staff at a cost effective price. But this is a sticking plaster, desperation solution and also (presumably) politically unacceptable.

Further dialogue on outsourcing would be welcome and Richard Martin would be happy to talk to anyone interested in exploring the subject and the possibilities.

Conclusions

Stephen Farry has also talked about employers working with Invest NI to establish an industry-led ICT collaborative network to gain a better understanding between industry and education. Membership of the E-Skills UK Employer Board includes representatives from many of the larger and important ICT companies in Northern Ireland and should be ideally placed to influence Stephen Farry and the way forward.

But still there is not enough dialogue with the industry and with IT companies of all sizes, not just the big players. We need to stimulate and be engaged in the dialogue with Stephen Farry’s Working Group and with the E-Skills board and to support and participate in this work. Willingness to find solutions appears to be there, but we need to ensure that action will result.

GOOD TIMING

Implementing STEM careers strategy in secondary schools

Final report of the STEM Careers Awareness Timeline Pilot
November 2011

cei centre for education & industry

THE UNIVERSITY OF WARWICK

UNIVERSITY of DERBY
International Centre for Guidance Studies (iCeGS)

isinglass

Supported by
Department for Education

Good Timing is the final report of a three-year programme of work, commissioned by the Department for Education, and carried out by the Centre for Education and Industry at the University of Warwick (CEI), the International Centre for Guidance Studies at the University of Derby (iCeGS) and Isinglass Consultancy Ltd. The programme sought to explore the potential to embed STEM careers awareness in the early stages of secondary education.

The programme comprised:

A pilot in all English regions, exploring how schools could embed awareness of STEM careers into the curriculum at Key Stage 3.
Mentors from CEI and iCeGS audited existing practice, shared ideas and information, and supported planning for STEM in 27 pilot schools.

Research into the attitudes and ambitions of Key Stage 3 pupils in pilot schools, in relation to STEM careers.
Survey-based work was carried out by iCeGS at the University of Derby, in autumn 2008 and 2010, reflecting pupils attitudes and ambitions, at the start and end of the key stage. Over 4000 pupils took part in the phase 1 survey, and over 2000 in phase 2. Research findings can be found in two reports:

- STEM Careers Awareness Timelines: Attitudes and ambitions towards science, technology, engineering and mathematics (STEM at Key Stage 3). Hutchinson J, Stagg P, Bentley K. 2009. Derby: International Centre for Guidance Studies (iCeGS), University of Derby
  www.derby.ac.uk/files/icegs_stem_careers_awareness_timelines.pdf
- STEM Careers Awareness Timelines: STEM subjects and jobs: A longitudinal perspective of attitudes among Key Stage 3 students, 2008–2010. 2011 Hutchinson J, Bentley K.
  www.derby.ac.uk/files/icegs_stem_subjects_and_jobs_march2011.pdf

Consultation with pilot schools and key stakeholders.
Five regional stakeholder conferences and two workshops were held to inform the project's strategic development and informing the development of the planning tools. A summary of the conferences can be found in the interim report:

- Lengthening Ladders, Shortening Snakes: Embedding STEM careers awareness in secondary schools Finegold P. 2009. Warwick: Centre for Education and Industry (CEI), University of Warwick
  www2.warwick.ac.uk/fac/soc/cei/news/approvedpdfsnakes_laddersreport_v6_lr1.pdf

Report author: Peter Finegold, Isinglass Consultancy Ltd
Additional contributors: Peter Stagg and Jo Hutchinson
Design: Tess Wood

Published by the Centre for Education and Industry, University of Warwick, November 2011
The STEM Careers Awareness Timeline Pilot was commissioned by the Department for Education

Foreword

The UK is a premier scientific and technological nation. With 1 percent of the world's population, we produce 14 percent of its top-rated scientific research, and STEM skills are fundamental to the UK economy. Yet the CBI reports that 40 percent of employers have difficulty recruiting enough people with the STEM skills they need – and this demand is found right across the economy, not just in the scientific and high-tech sectors. And the demand is not only for graduates, but for STEM skills in technicians and apprentices too.

STEM qualifications open the door to a rich choice of fulfilling and well-paid careers, but not all young people realise this. Often, it is students from less privileged backgrounds who have most to gain by choosing to study STEM, yet it is often they who are least aware of the opportunities this brings.

Schools and colleges owe it to their students to provide impartial advice on the careers open to them, and in particular on the fact that, although they may not seem the easiest choices, science and mathematics offer the widest range of future careers. Providing this advice cannot be achieved by the careers advisory profession alone, and there are many ways that schools and colleges can open students' eyes to the world of STEM, through visits, field trips and by bringing students into contact with young role models who have successfully made STEM choices. Above all, teachers of STEM subjects can show, in the course of their lessons, how science, technology and mathematics in the curriculum link to the world outside and to the work that scientists and engineers do in their everyday lives.

This report describes some of the many ways that schools and colleges can adopt a strategic and structured approach to show their students the rich career potential of STEM, and it will provide a valuable source of inspiration on what can be achieved.

Sir John Holman is Professor in the Chemistry Department at the University of York, Senior Fellow for Education at the Wellcome Trust and former National STEM Director.

Executive summary

In recent years the UK has seen an unprecedented rise in the interest of Government, industry and others in the uptake of STEM subjects in schools and colleges. This has been driven by the need to ensure that young people gain the skills and aspirations essential for building the UK's economy and to help them participate in an increasingly scientific and technological society.

Reflecting the importance of STEM, a programme of activity was established in England to drive sustained change in how schools addressed the links between science, technology, engineering and mathematics.

Within this programme, the STEM Careers Awareness Timeline Project was commissioned to explore the potential to embed careers activity in STEM subject lessons and extracurricular programmes for pupils at Key Stage 3. A programme of research, consultation and mentoring with 27 secondary schools in all English regions, was used to develop a series of models and resources to enable other schools and colleges to embed a STEM careers ethos and develop a strategic approach to STEM careers information.

The Timeline Project identified several factors associated with a successful STEM careers school. Senior leaders will be committed to STEM and a STEM coordinator will have been appointed, with an appropriate level of authority to take this work forward. Teachers in all STEM subjects will be sufficiently well-trained and confident to present STEM careers activity within their teaching and in schemes of work. The general careers provision in the school will also be of high status, led by a capable careers coordinator who is seen as a valued partner by the school STEM community.

Recent changes in policy may make it harder to achieve successful STEM careers provision, since budget-conscious school managers may choose to scale back their commitment to careers to the minimum statutory requirement. This may mean simply directing pupils to online resources, without the mediation of skilled careers information, advice and guidance professionals. The introduction of progression measures, identifying the proportion of school leavers from a given institution who achieve a 'positive outcome' may act as an incentive for schools to focus on employability skills and transition planning.

Design and technology, and science were popular subjects among Key Stage 3 pupils surveyed. There was no evidence for a fall in popularity of science at this key stage, though there was a marked reduction of 12 percent over the two years, in the numbers of pupils stating that they 'enjoyed' mathematics. Engineering was seldom taught as a subject or identified in other STEM subjects as a specific discipline. Engineering and technology were perceived to be less important by pupils as they progressed through Key Stage 3, whereas the value of science and mathematics increased.

Pupils at this age were most likely to seek information about careers from their subject teachers and families, though half of year 9 pupils considered the internet, though not social networking, to be a good source of information on qualifications and work.

There is a need to ensure that young people gain the skills and aspirations essential for building the UK's economy and to help them participate in an increasingly scientific and technological society.

STEM enrichment and enhancement activities tended not to focus on careers. Much of this activity took place through extracurricular clubs and school trips, most of which had a science theme. School visits based around mathematics, technology and engineering were less common.

Two strategic planning tools, the STEM Manager and STEM Planner, have been developed to help schools to establish an environment in which STEM careers can flourish, and to support schools in producing a timeline of enhancement activity, balanced across STEM subjects and through Key Stage 3. These online tools are available on the National STEM Centre's eLibrary.

Key findings

- STEM activity in schools is complex, in that it cuts across well-embedded traditional subject departmental structures.
- Most secondary schools do not have a clear strategy for teaching and learning about engineering, and lack the staff with appropriate expertise in this area. The exceptions are schools and academies with an engineering specialism. Where it does occur, learning about engineering is normally restricted to extracurricular activity, reaching only small groups of enthusiasts.
- Successful STEM activity in schools, including STEM careers, is reliant on senior leadership support, which includes committing adequate resources and establishing a STEM coordinator role, with appropriate status.
- Better STEM careers activity arises where subject teachers see the preparation of young people for work, as an integral part of their professional role, and where they have the professional skills and confidence to act on this.
- Careers education does not normally have high status in schools and the relationship between careers provision and individual subject departments is often weak or non-existent.
- Schools that have set up STEM working groups involving careers staff, STEM teachers and senior leaders are able to offer a better STEM learning experience for pupils.
- There is a risk that STEM careers support in schools may be scaled down as a consequence of the Government's Education Bill in which schools will have a statutory duty to ensure that pupils are provided with careers guidance, and which gives schools flexibility over how it is provided.
- Teachers often see science as the driver for STEM. This may reflect the status that science and mathematics have as compulsory subjects, as well as science teachers' greater ability to reach out beyond their subjects.
- Attitudes of parents to STEM are a key factor influencing young people's future qualification and career choices. Cultural factors, parental aspiration and familiarity with STEM subjects, are thought to influence these attitudes.
- Families, peers and subject teachers are the most usual sources of careers information for this age group.
- Some of the most effective STEM activity occurs in more informal learning contexts, though the provision is not uniform across STEM subjects, with significantly more school trips and clubs being science focused. Non-white British pupils are more likely than other groups to participate in informal STEM learning experiences
- STEM enhancement and enrichment activities are often seen as a mechanism for generating interest in the subjects, but tend not to be valued for careers learning potential.

Recommendations

1
The momentum generated in embedding STEM in schools should be maintained. The current economic backdrop means that, more than ever, schools with a robust STEM approach will offer their pupils better future career opportunities.

2
School senior leaders should offer fully committed and long-term support to STEM careers. This might include: (i) appointing a STEM coordinator with appropriate status; (ii) providing adequate resource to promote strategic planning across all STEM departments; and (iii) strengthening the contribution of careers specialists in curriculum planning.

3
STEM subject teachers should have professional development that builds their knowledge and understanding of careers and the labour market, so that they are better able to support pupils' career-related learning.

4
School leaders should carefully consider the impact of scaling down careers support in school, in light of the Education Bill. The temptation to interpret the statutory requirements at a minimum level will be detrimental to pupils' futures.

5
The importance of parents and families in influencing pupils' career choices is often overlooked. Since many adults are fearful or simply unaware of STEM subjects, Government, schools and other agencies should consider how to increase parents' awareness and confidence.

6
Informal STEM learning activity, such as clubs and visits, should be more explicitly linked to careers. There should also be more enrichment and enhancement opportunities in mathematics, design and technology, and engineering.

7
Schools should make use of the STEM strategic planning tools to help establish an environment in which STEM careers activity can take root and flourish.

Constructing a timeline

Weaving STEM careers into the curricular fabric of secondary schools

In recent years the UK has seen an unprecedented rise in the interest of Government, industry and others in the uptake of STEM subjects in schools and colleges. This has been driven by the need to ensure that young people gain the skills and aspirations that will contribute to building the UK's economy and to help them participate in an increasingly scientific and technological society.

Reflecting the national importance of increasing interest in STEM, in 2008 the previous Government commissioned a programme of activity in England to drive sustained change in how schools addressed the links between science, technology, engineering and mathematics. Former National STEM Director, Professor Sir John Holman, oversaw the establishment of 11 Action Programmes that collectively sought to integrate STEM into school and further education.

The National STEM Programme was designed to support this ambition in four strategic areas:

- Getting the right teachers
- Providing high-quality continuing professional development throughout teachers' careers
- Enhancing and enriching the STEM curriculum
- Communicating the diversity and value of STEM career opportunities

The action programme comprised stepping stones that led students to know more about real-world science and technology. The rationale was that, as a consequence, more young people would consider careers in STEM, or careers from STEM. At the very least, the dedicated careers programmes were able to challenge negative views about the limited qualifications and work opportunities offered through STEM, with its mantra: "Science and Maths. See where they can take you."

The STEM Careers Awareness Timeline Project, was one of four strands responsible for delivery of Action Programme 8, seeking: "To improve the quality of advice and guidance for students (and their teachers and parents), and to inform subject choice."

The STEM Careers programme developed approaches that provided the knowledge and skills so that schools would be better able to support young people in making informed subject choices about future careers, and to encourage them to keep their options open.

The Timeline team, comprising the Centre for Education and Industry (CEI) at the University of Warwick, the International Centre for Guidance Studies (iCeGS) at the University of Derby, and Isinglass Consultancy Ltd, was tasked with mentoring a range of secondary schools to see which approaches worked for them in embedding STEM careers awareness more deeply in day-to-day activity across Key Stage 3. The partners employed a combination of research, mentoring and stakeholder consultation to establish a clear set of guidelines about what schools can do to establish a lasting 'STEM ethos', and to improve the careers awareness of young people, particularly about those careers that use STEM skills.

The programme comprised stepping stones that led students to know more about real-world science and technology... and that as a consequence, more young people would consider careers in STEM or careers from STEM.

STEM careers and the culture of schools

At the heart of the Timeline project, lay the participating schools. Some 27 schools across all English regions were asked to engage, either because they had shown an enhanced interest in STEM enrichment and enhancement, or in career-related learning. The project sought to establish the potential for careers learning to take place within the Key Stage 3 curriculum, including enhancement and enrichment activity, and to explore what could be done to create better links between STEM subject content and careers awareness.

Each school was asked to nominate a contact, who in most cases, became the STEM Timeline project lead, and was responsible for liaising with one of a cohort of experienced mentors. Each mentor helped a number of pilot schools to audit their existing STEM activity and develop a coherent set of STEM careers awareness activities throughout Key Stage 3. Through these relationships, mentors were also able to gain insight into the organisational and cultural factors that characterised successful interventions and to identify factors that acted as obstacles to STEM careers. This intelligence has proved invaluable in informing how STEM careers awareness may become better integrated within schools, and has led to the development of strategic online planning tools available on the National STEM Centre website.

What are the characteristics of a successful STEM Careers Timeline school?

In a successful Timeline school, careers activity is embedded in schemes of work. STEM teachers are aware of overlap between subjects through the key stage and refer to 'real-world' relevance of concepts and ideas as a matter of course. STEM teachers and careers staff (external and internal) provide a balanced mix of STEM-related career and qualification options, generic careers-related information and impartial careers guidance. STEM departments plan strategically for the key stage so that careers references permeate curricular and extracurricular activity. All pupils begin to explore the range of potential career paths they could follow, aspire to new ambitions and are aware of a range of sources of information and advice. The school will also recognise the close links between STEM, employability skills and enterprise.

Senior leadership, coordination and careers

In recent years schools have experienced a prolonged period of change, during which teachers have been subject to numerous government initiated programmes. Partly for this reason, the mentoring team observed that commitment to STEM from senior managers was vital in communicating its status among staff. Enthusiasm among the senior leadership team for the Timeline work, established the right ethos, which in turn generated the level of support necessary for coordination across subject departments. Success was more likely where a member of staff was assigned the role of STEM coordinator, and had a clearly defined role, articulated in a job description, and where STEM careers activity was adequately resourced.

Schools were most effective at communicating messages about STEM careers when they had policies in place that aligned with the school development plan.

Careers education generally does not have high status in schools, and the relationship between the careers coordinator and heads of subjects is often weak. Unsurprisingly, where careers education had low visibility, it was difficult to raise awareness about STEM careers at Key Stage 3. Some attempts are now being made by Government to improve the professional status of those working in careers information, advice and guidance, but the comparatively lowly status of many careers professionals in schools has made it hard for them to contribute to strategic decision-making. Schools that have set up STEM working groups, which include heads of STEM subjects, careers and enterprise staff, have had greater success.

Subject teachers often saw themselves as having little or no role to play in developing career competencies, believing 'careers' to be focused on occupational information and GCSE choices, and not about the development of generic skills and attitudes necessary for career exploration, decision-making and career management. Many identified strongly with their own specific subject, limiting the breadth of career references, especially in connection to engineering. These attitudes were seen as hard to shift and a major impediment to embedding careers within and across STEM subjects. Inclusion of careers-related activity in individual STEM teachers' professional development plans could help to challenge some of these entrenched views.

The Education Bill replaces the requirement to provide careers education from year 9 with the enactment of a new statutory duty for schools to:

> "Secure that all registered pupils at the school are provided with independent careers guidance during the relevant phase of their education".

However, 'independent careers guidance' could be interpreted simply as providing access to online resources. The temptation may be for head teachers and principals to scale back careers activity to the statutory minimum, though this would undoubtedly be detrimental to young people, and go against advice in a range of reports, which advocate the importance of providing a professional careers service to help young people make effective choices. The Government argues that through its proposed introduction of progression measures, reporting on the proportion of pupils achieving positive outcomes once leaving school will ensure schools continue to focus on employability skills and transition planning. Individual schools or school clusters will decide for themselves whether they take forward the kind of innovative, enterprising and engaging activities that emerged from the Timeline project.

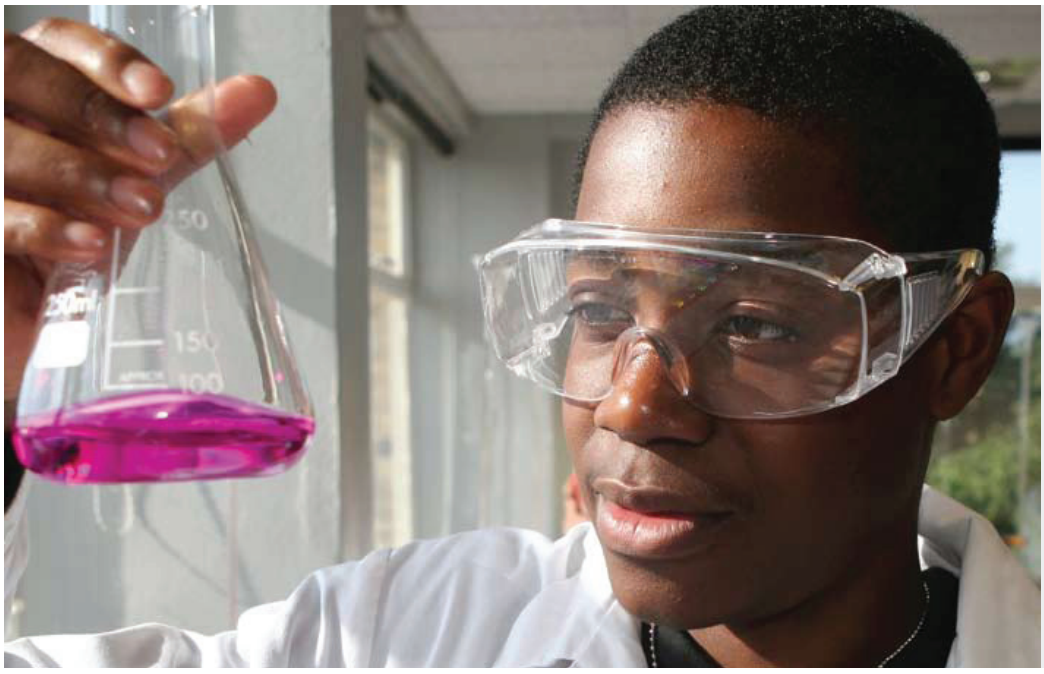
What does STEM mean to schools?

In secondary schools, STEM is often taken as a proxy for 'science'. There are good reasons for this. Engineering is a major driver of the STEM agenda outside of schools, but it is often not recognised by pupils or teachers, and does not form a clearly identifiable part of the curriculum. Likewise technology is identified with the design and technology curriculum, and its diverse nature makes links with the STEM agenda difficult both for pupils and teachers to visualise. Moreover, although both science and mathematics are powerful and influential subjects within schools, mathematics departments in several of the pilot schools tended to isolate themselves.

Subject delivery and STEM careers awareness

Better careers learning within STEM subjects arises where teachers see preparation of young people for the world of work as an integral part of their job. Ideally, STEM subjects should be taught by individual subject specialists, since specialist teachers' expertise and enthusiasm have been shown to be essential in inspiring pupils.

Links between what young people learn in STEM subject lessons and the implications for career choice must be made explicit, since there is an incorrect assumption that pupils forge links between curricular subject knowledge and the jobs available to them. Pupils also need to know that for some STEM careers, studying three separate subjects as triple science is desirable, and in some cases essential.



The role of careers professionals

Careers staff seemed better able to make a positive contribution when they felt they had an appropriately high status role that enabled them to support the development of careers within all subject areas.

There was a shared sense that careers guidance should be independent, though this should not result in students having restricted access to information in a misplaced interpretation of impartiality. However, confusion is widespread, when it comes to differentiating between careers education on one hand and careers information, advice and guidance, on the other. Where independent careers guidance has been commissioned by schools, mechanisms should be put in place to ensure impartiality, so that young people are not channelled towards specific institutions and that their future long-term interests feature at the core of the experience.

Many young people have preconceptions of STEM careers as difficult or dull, and it is right that schools challenge these views. Often it is the attitudes of parents that lead to these entrenched and stereotypic beliefs. Schools that develop and implement approaches to engaging parents in the STEM agenda are more likely to achieve success with their learners. Industry placements for teachers, the development of long-term relationships with local employers and skilled mediation of high quality labour market information can each contribute to promoting careers from STEM subjects without undermining impartiality.

Careers progression data could also be used by schools to present a local dimension to national and regional labour market information, as well as highlighting many different routes to successful careers.

The impact of policy initiatives

At the time of writing, there is uncertainty about the detail of revisions to the national curriculum. Ministers have, however, referred to a shift towards a more 'knowledge-based' curriculum. Such a move may challenge some of the principles of STEM, where the development of skills is a key feature, with STEM subjects brought to life by drawing on the real-world contexts of the subjects combined. This especially applies to science and mathematics, disciplines that are often seen by students as highly theoretical and remote from everyday life. Equally, STEM's aspiration to contribute to meeting the economy's need for more skilled technicians may be thwarted by an emphasis on a factually rich academic learning focus.

Some concerns have been expressed that the further devolving of school budgets will have implications for the future of work experience at Key Stage 4, which would reduce opportunities for pupils to experience STEM in a work environment.

The plan to introduce teaching schools along the lines of teaching hospitals, could contribute to the development of careers expertise in schools, through establishing centres specialising in careers education.

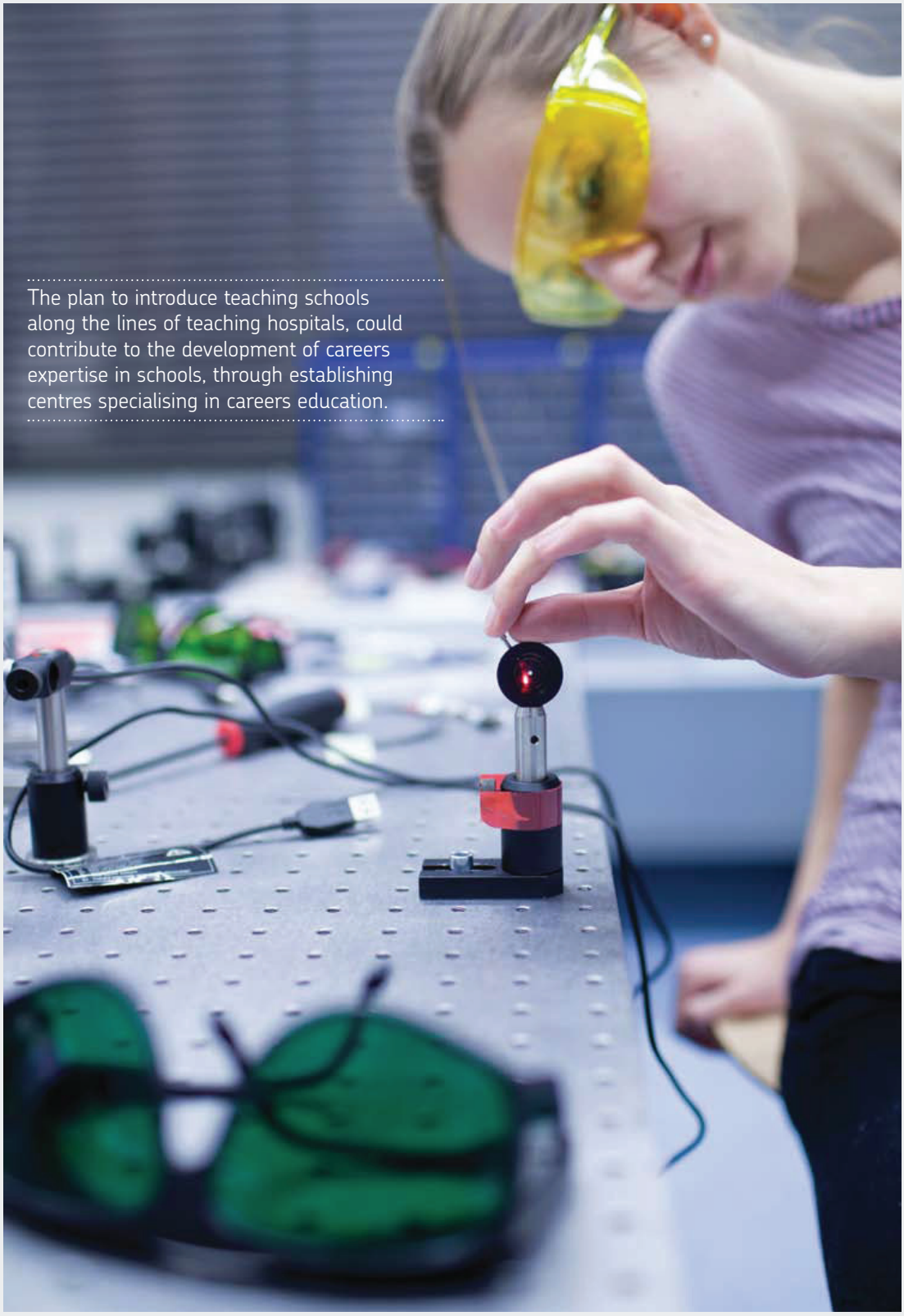
What further needs to be investigated surrounding schools, STEM careers and choice?

Having coached schools through the pilot programme, mentors were able to identify some of the obstacles to implementing STEM careers awareness, and ways in which they can be overcome, some of which have been incorporated into the STEM planning tools. Mentors were also asked where future research could be targeted to improve connections between STEM subjects in schools and careers.

First, where does STEM fit with schools' strategic priorities? Second, though it is taken as read that there are obvious links between STEM subjects, what is the difference between the real and perceived connections? A further suggestion for investigation is to explore the relationship between the subject background of senior leaders and the status of STEM in schools and colleges: has there been a shift towards people with arts and business backgrounds taking up senior posts?

Mentors suggested that we need to know more about the knowledge base of STEM teachers, the effect this has on curriculum design and development, and the implications for subject-related continuing professional development. Some raised concerns that more experienced teachers were less likely to keep abreast of the career-related developments in their fields.

The Timeline project also raised questions about the nature of the relationship between STEM core curriculum and the enhanced, enriched curriculum. Since no other school subjects seem to draw on this type of 'top-up' to anything like the same extent, what does this say about the core STEM curriculum and the ability of STEM teachers to inspire learning in their subject?



The plan to introduce teaching schools along the lines of teaching hospitals, could contribute to the development of careers expertise in schools, through establishing centres specialising in careers education.

Pupils' knowledge and attitudes

How can young people decide to become engineers if they don't know what engineering is?

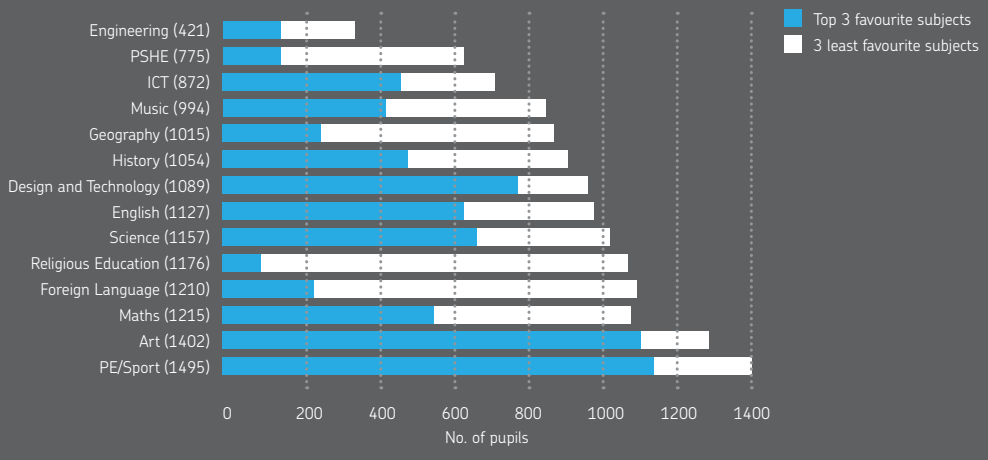
What takes place in schools forms only a part of how young people gain an understanding of what is meant by science, technology, engineering and mathematics, and how these disciplines overlap in the wider world of research, innovation and employment. It was on this basis that the project team set out to characterise pupils' perceptions of, and attitudes to, STEM subjects, to help inform its programme of work.

The research was carried out by the International Centre for Guidance Studies (iCeGS) at the University of Derby, in two waves starting in September 2008 and September 2010. Some 4073 completed questionnaires from pupils at 27 pilot schools were submitted in the first phase, with 2216 received from 19 schools in the second.

Surveys were carried out in pilot schools at these two stages, with year 7 and year 9 pupils - representing the entry and exit points for Key Stage 3. The focus of this work was to capture pupils' opinions of STEM subjects and thoughts about careers, and to gauge whether the programme of teacher mentoring had trickled down into the experience and attitudes of pupils.

Pupils were invited to rate their levels of interest in STEM subjects in comparison to other school subjects. They were also questioned on participation in activities that complemented lessons in these subjects. These surveys sought to uncover levels of awareness of the range of STEM career paths and qualifications, and sources of information that young people draw upon to inform careers decision-making more generally, and STEM careers more specifically.

Fig 1: Preference for subject at Key Stage 3, 2010,
Total number of responses for each subject shown in brackets



How popular and valued are STEM subjects?

The decline in pupils' enthusiasm for science and other STEM subjects is thought to be most pronounced during the period from embarking on secondary education and for the duration of Key Stage 3 (Fig 1). Factors that have been shown to affect interest, attainment and likely future uptake of STEM study include subject popularity, level of difficulty and perceived utility of the subjects. The Timeline research sought to capture attitudes to STEM subjects at either end of the key stage and to establish whether there had been changes in attitude over the duration of the project, possibly because of the interventions.

Science was ranked as the fourth most popular school subject among Key Stage 3 pupils, behind PE, art, and design and technology, which consistently remained the most popular subjects at this level. Girls were as likely as boys to choose either mathematics or science as their favourite subject. Although there was no evidence that the popularity of science decreased between years 7 and 9, relative to other subjects, there was a decline in numbers considering all STEM subjects as easy and popular, both between years 7 and 9 in the first wave, and between the first and second waves. The most significant change between the two waves was in the 'enjoyment' of mathematics, which fell by 12 percent.

Since engineering is seldom taught as a subject or identified as a specific discipline, it was either not cited as popular or rated as one of the least popular subjects. Engineering and technology were also perceived to be less important to pupils as they progress through Key Stage 3, whilst the value ascribed to science and mathematics increased. Though the level of ease that a subject presents may have some influence over its popularity, it is not possible to infer a simple correlation between levels of enjoyment and how easy pupils rate a subject. For example, while design and technology was rated as an easy and enjoyable subject, science was popular, despite being perceived as easy by only half of pupils.

What STEM activity is taking place in schools?

Though the National STEM Programme addressed all possible aspects of schools' offering in STEM, some of the most powerful experiences were likely to be felt in extracurricular provision and through informal modes of learning. For this reason, pupils were questioned about their exposure to enrichment and enhancement opportunities.

Overall, the picture was encouraging, though not uniform across STEM subjects, with the take-up of enrichment and enhancement, such as clubs, trips and talks, generally increasing between years 7 and 9. Science seems to lead the way, with 45 percent of year 9 pupils reporting having experienced a science-related school trip and 19 percent participating in a science club. Maths clubs were attended by 13 percent of Key Stage 3 pupils, though visits based around mathematics, technology and engineering were relatively uncommon.

Role models are important in conveying the reality of pursuing a set of qualifications and career choices. Various local and informal arrangements exist, alongside the STEM Ambassadors scheme, in which volunteers with diverse STEM backgrounds come into schools, to speak to and engage with young people. Some 37 percent of pupils were able to recall presentations from external visitors about their work.

Of the sample of pilot school pupils, non-white British pupils were more likely to participate in STEM enrichment and enhancement activities than white British pupils.

What do pupils know about STEM qualifications and careers, and where do they go to find out more?

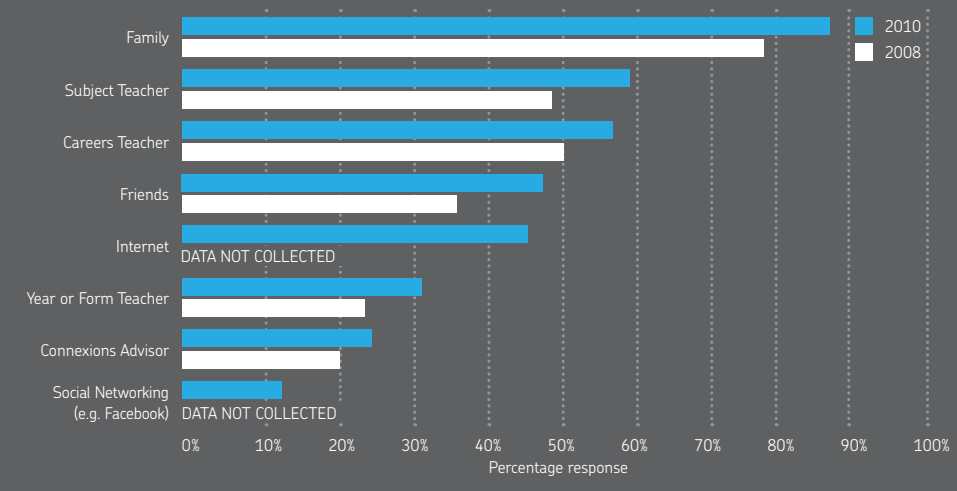
The majority of pupils were aware of the existence of diplomas, apprenticeships and A-levels as different routes into work, though fewer than one-third knew about vocational qualifications, with girls having a lower level of awareness about apprenticeships or vocational options. Most pupils were considering A-levels as their ultimate aim in school.

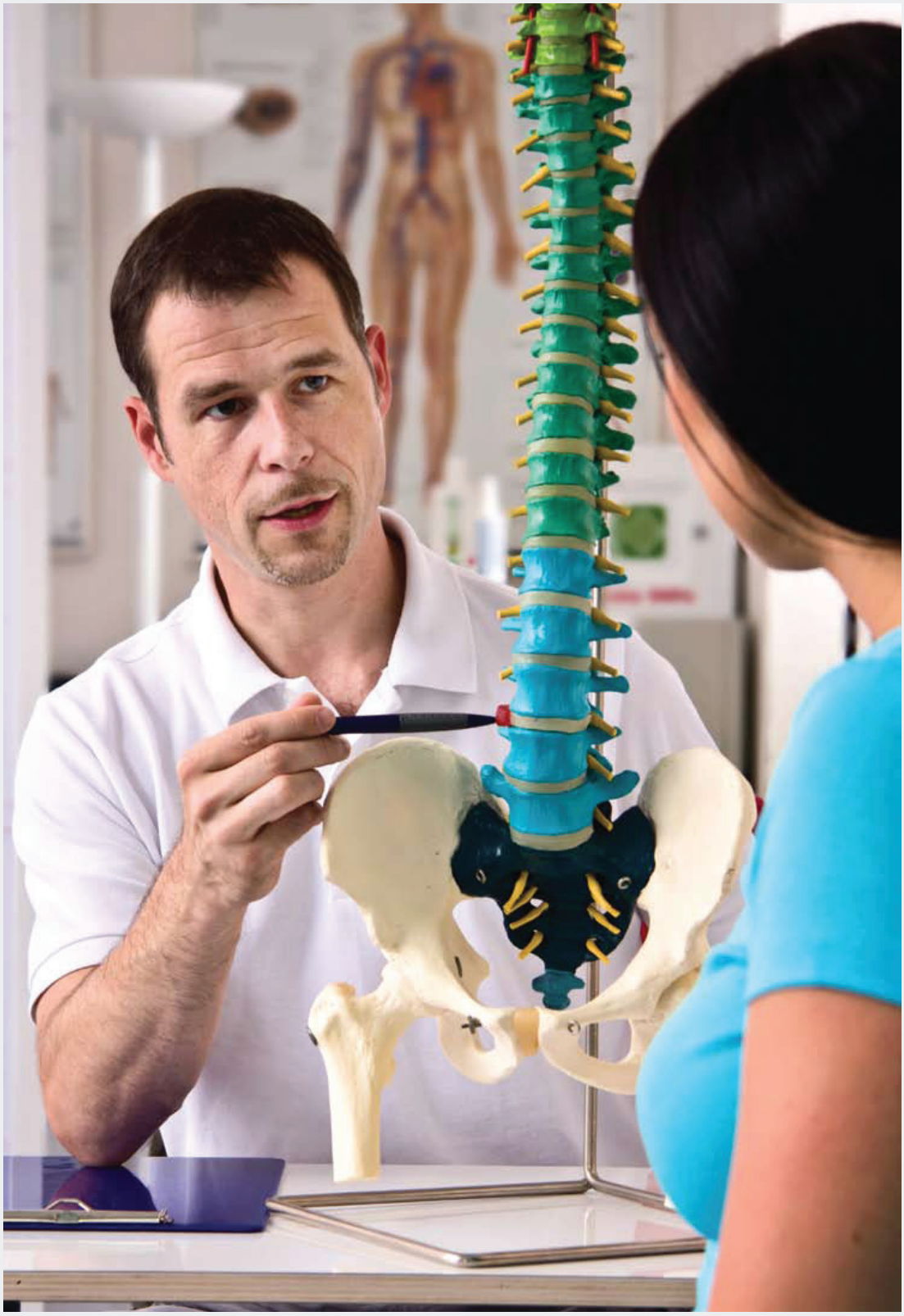
At Key Stage 3, pupils were most likely to seek information about jobs and careers by asking family members (Fig 2). In 2008, 48 percent of year 7 pupils stated they would ask their subject teacher for information, rising significantly to 59 percent, two years on as they moved through to year 9. Subject teachers are potentially therefore the most popular source of careers information within schools. Over 50 percent of year 9 pupils considered the internet to be a good source of information about jobs and careers, though for this age group, social networking was not thought to be a good way to find out about qualifications and the world of work.

The majority of pupils said that they would consider careers in science, technology or mathematics, with fewer than 50 percent expressing any interest in engineering. The proportion interested in science and mathematics related careers increased over the period of the research study, whilst those who might consider pursuing engineering and technology as career options fell across the period between the two waves – echoing ratings of the value ascribed to the subjects. Boys and pupils from non-white British groups were more interested in finding out about STEM careers.

Over the two waves there was a degree of consistency in the career areas that pupils would choose, especially when considering the most and least popular choices. The most likely to be chosen were design, arts and crafts, performing arts, leisure, sport and tourism. Interest in 'education and training' rose over the period of the research study, but some career areas associated with STEM fell during this time. The research found that career choice preferences were gender biased, and that these gender disparities often widened between years 7 and 9. Levels of interest by girls in design, arts and crafts were particularly high (more than 50 percent expressed an interest) whereas engineering had far less appeal for this group, with only 10 percent prepared to consider engineering-related careers.

Fig 2: Sources of information about jobs and careers, KS3





The purpose of enhancement and enrichment activities was seen to generate interest in the subjects and they tended not to be valued for careers learning potential.

Building on existing provision and expertise

Most pilot schools had some form of STEM careers activity already taking place, though it tended not to be identified as such, and the activity was located within individual departments. Key roles for the Timeline project were to support better coordination and to establish a planned programme, which would be seen as benefiting both pupils and subject departments, and could continue without future external support.

The initial audit uncovered a number of findings that shaped much of the subsequent research, mentoring and consultation. Most schools were committed in principle to STEM careers and many participated in related activity without always recognising it as such. Some schools had set up STEM planning groups that included contributions from careers staff, and a few had appointed a STEM coordinator. Though not necessarily covering all STEM areas, most schools demonstrated widespread use of enhancement and enrichment activities. The audit also showed willingness among schools to develop relations with external partners.

Challenges met by the pilot project arose from other features of STEM that schools appeared to have in common. There was no real tradition of STEM departments working together, nor did the individual subject teachers have much contact with careers staff. The purpose of enhancement and enrichment activities was seen to generate interest in the subjects and they tended not to be valued for careers learning potential. Engineering was almost invisible in all but a few schools. STEM subject teachers had little knowledge of either careers education or STEM careers, and opportunities to discover more were limited by sparse professional development offerings in this area. Though parents have a major potential role to play, both as interested parties and a potential source of STEM careers knowledge and experience, they were seldom approached or engaged by schools, despite 'families' being shown by survey data to be the top choice when young people were seeking advice about careers.

Through a series of five regional consultation stakeholder conferences and two further expert workshops, the project team attempted to identify structures and strategies that needed to change to achieve stronger STEM careers awareness. Consultations examined how, amongst other factors, leadership, staffing, the physical environment and curricula presented obstacles to better STEM provision. Headline responses included:

- The seriousness with which STEM is seen is largely determined by the commitment shown by school leaders.
- The role of the STEM coordinator is a vital one. The status of the role should accord coordinators the right to be included in school planning and strategy development.
- Enthusiasm of staff is vital and more prolonged where they are rewarded and recognised for enrichment activity.
- Teachers' knowledge of (STEM) careers is limited, with understanding of pathways to careers, other than through academic routes, being poorer still. There is a real need for professional development to address this shortfall.
- Cross-curricular STEM work places a challenge on the physical spaces in which subject lessons normally take place. STEM departments should find better mechanisms for sharing their spaces, and schools should factor in STEM coordination when planning new build and renovations.
- The information coming into schools about careers is fragmented and inaccessible. Teachers, pupils, parents and others should be able to access relevant careers data from a single and clearly identifiable source.
- There is a need for better connection with the wider community, including local industry and parents.

As the Timeline pilot progressed, a clearer picture began to emerge of the circumstances under which robust cross-subject STEM was most likely to flourish. The project team drew on these emerging findings, experience on the ground and consultation with participating schools to construct an online tool, designed to help school managers put in place structures and policies to create an environment in which cross-disciplinary STEM could flourish. This online 'STEM Manager' is now available as a strategic planning tool for all schools and colleges to use, and is to be found in the National STEM Centre eLibrary (www.nationalstemcentre.org.uk).

How to make STEM work in a school

STEM Manager - An online planning tool for school leaders and managers

www.nationalstemcentre.org.uk

During the three years of the pilot project, individual school circumstances and the external environment both changed significantly, exposing some of the challenges for long-term commitment to STEM. From this, it was possible to identify structures and strategies of schools that proved to be resilient to the effects of changing circumstances. For example, committed leadership towards STEM and the presence of a STEM coordinator with a clear mandate, mitigated against individual committed STEM subject teachers moving on.

Through a series of consultation events, the project team identified six key areas of school planning, referred to as 'themes', that formed the basis of the construction of the STEM Manager - a planning tool designed to assist school leaders in strategic planning for STEM. These themes comprise:

1 Leadership
2 Staff
3 Curriculum
4 Enhancement and enrichment
5 Careers
6 The physical environment

Fig 4: The STEM Manager

The online STEM Manager is designed to structure discussion among school leaders and between STEM departments, with the recommendation that each theme is overseen by a relevant manager, drawing upon the support of other staff (e.g. the deputy head in charge of the curriculum oversees the 'curriculum' theme but would be expected to consult heads of subject). The six themes are set out in a hexagon as shown.

The online planning tool takes the user through successive layers, which, in turn, progress through strategic planning to operational delivery:

- Themes
- Objectives
- Actions
- Documents and resources

The rich seam of materials and documentation gathered through the STEM Careers Awareness Timeline pilot is supplemented by the extensive resources assembled by other activities funded by the Department for Education. School leaders can therefore draw on the library of policy documents, STEM job descriptions, cross-curricular planning documentation, broadcast TV programmes, and more, to assist their planning.

The mechanism for using the STEM Manager is presented in a storyboard on the National STEM Centre website. Some examples of the screens are shown below. School leaders using the STEM Manager click on each of the themes in turn, and are guided through further layers that assist them in developing relevant structures and systems. The first layer subdivides each theme into identifiable 'Objectives'.

As an illustration, the Objectives under the theme of Leadership comprise:

- Establish a STEM ethos in the school
- Achieve dedicated leadership for STEM and careers in the school
- Establish school policy for STEM
- Establish monitoring, quality assurance and evaluation for STEM provision.

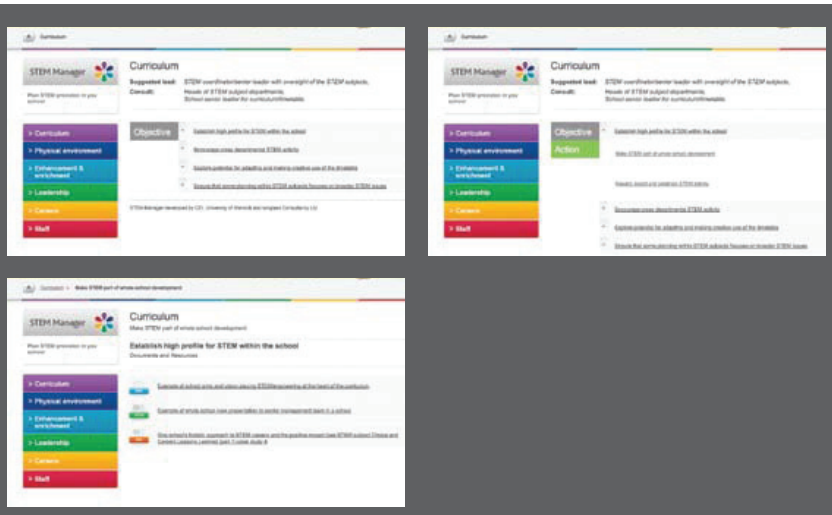
Clicking on each Objective takes the user through a series of 'Actions' that if carried out will help to meet that objective. So, for example, to establish a STEM ethos, school leaders are advised to:

- Prioritise key strategic actions
- Establish cross-curricular planning processes
- Facilitate teaching and learning styles that are active and collaborative
- Encourage linkage with other related schools activities, such as enterprise.

The power of the online tool is that it takes the user from the relative abstractions essential in strategic thinking through to the very practical realities of 'how to do it'. Many of the artefacts in the Documents and Resources layer were produced by participating schools, so they are authentic. The scores of documents, resources and links have been carefully selected to ensure that they are high quality and easy to follow. The pilot project team has also tried to ensure that they include materials from schools at different stages of STEM-readiness and under a broad range of circumstances.

In summary, the STEM Manager acts both as a primer for schools wishing to introduce or improve their STEM provision and as a reference library and archive of the work carried out by 27 schools in all parts of England, under the guidance of the Timeline project team.

Fig 5: The STEM Manager



Planning a timeline

STEM Planner: Incorporating STEM activity into the school curriculum

www.nationalstemcentre.org.uk

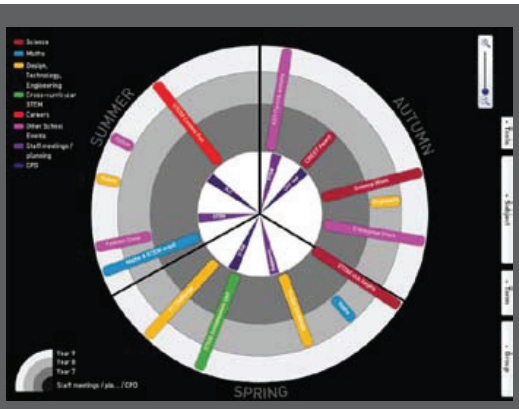
The thinking behind the Timeline pilot was to establish how schools might embed a more systematic programme of careers awareness into the existing subject curriculum, initially at Key Stage 3. This work was structured to complement the resource production and professional development focus of activity, led by the Centre for Science Education at Sheffield Hallam University, and other initiatives that took place elsewhere.

The STEM Planner is an online tool that allows STEM departments to create and then amend their programme of activity over a single key stage. The tool is flexible and so can be used in a range of contexts. It is recommended that schools create a single timeline for STEM enhancement and enrichment activity and, if they desire it, a separate curriculum timeline.

The STEM Planner helps organise STEM activity for a key stage over an entire calendar year. The planner is a sophisticated online tool that produces a colourful and high-impact schematic, though arguably its real value is in its capacity to bring together teachers from different subjects, to develop a programme of collaborative STEM activity.

The tool is based around a series of concentric circles, each representing a school year. These circles are divided into school terms. On this outline, STEM teams can plan out their proposed activity by entering prompted information on any number of planned STEM events into easy-to-use data entry boxes. The tool has been designed so that a range of variables, such as subject area, year group, and at what stage of the term the event takes place, can be taken into account and displayed in the final planner diagram. The planner can easily be adapted from a three-year key stage to a two-year one. The outcome is a clock-face highlighting where STEM activity is taking place, in which subjects, and for which year groups. It also incorporates an opportunity to include teacher planning and professional development for STEM. Once completed, a school can see how and when the focus of its STEM activity is taking place, ensuring a balanced and continual programme.

Fig 6: The STEM Planner



Conclusion

All STEM action programmes could be said to promote careers awareness, and within the Timeline project, we have seen the objectives of STEM careers activity increasingly converge with other STEM programmes. Working with schools has shown the importance of ensuring that externally generated initiatives are planted in fertile soil.

For sustained success, management support, professional coordination, strategic planning and career development opportunities are essential. Yet, we have also seen that creating the right conditions for STEM careers can be achieved with relative ease and at low cost.

This work presents a challenge when considering the role of education in preparing young people for the future. What is a school's responsibility for linking learning to what comes next? As schools have greater freedom to determine how pupils' education is structured, how can we ensure that they include adequate opportunities for young people to consider confidently, the range of options open to them?

Appendix
Case studies

Bradfield School, Sheffield

Mixed 11–16 comprehensive school for pupils, serving a rural area in the west of Sheffield. Specialist engineering school with over 900 students. Lead contact and coordinator: Andy Longstaff, Assistant Head Teacher and Director of Specialism (and his predecessor, Peter Lane).

Summary of key features of STEM activity

- Making use of engineering specialism to develop greater collaboration between science, mathematics, and design and technology departments, focused through separate subject coordinators.
- Drawing on whole school, regional and national enterprise events, in the teaching and learning of STEM subjects and to raise awareness about STEM careers.
- Identifying an engineering specialism coordinator in each of the STEM departments.
- Generic skills developed through learning about engineering, linked with personal learning and thinking skills (PLTS) to provide benefits across the curriculum
- Aiming to bring together the three dimensions described as Bradfield e³:
  - Engineering
  - Enterprise
  - Environment

Guided by this wider vision, the school runs a range of STEM activities, including those linked to work:

- The Perfume Project: Three days off-timetable during which 180 year 9 pupils work in small teams to establish perfume businesses. Each team is responsible for design, production and marketing of a perfume. Distillation draws on science, whereas financial planning employs mathematics. Packaging brings in design and technology, whilst advertising encourages pupils in to consider persuasive use of English. The quality of the product, team working, creativity, marketing and profitability are all assessed by external business and engineering representatives.
- The Family STEM night: The STEM Careers Timeline work has shown that parents, carers and families are seldom involved in young people's STEM learning. In 2009, Bradfield School laid on its first Family STEM Night which it continues to run, including a version for parents of new pupils. The event focused on Bradfield's engineering specialism, attracting over 50 pupils and parents, whose creativity and problem-solving skills were put to the test as they competed in 12 teams over a variety of challenges. Following the success of the first Family STEM Night, the school has extended this event to involve prospective pupils and parents from feeder primary schools, thereby providing high-quality support for the school's strategy for primary–secondary transition.

Other STEM enhancement and enrichment activities include:

- Weekly primary transition work with all its feeder primaries and weekly Key Stage 3 STEM Club
- Termly STEM cross-curricular primary events
- Year 7 STEM Cycle Day
- Half-termly lesson observation to identify cross-curricular STEM good practice
- Indian School Link
- Local inter-school community cohesion project (Bradfield e³)
- Formula 1 in Schools and Lego robotics
- The Cadbury Project (sponsored by Cadbury and Sheffield City Council and enabling all Engineering Diploma and GCSE Applied Engineering students across north-west Sheffield to engage in real-life STEM problem solving)
- Solar Challenge
- Inter-school year 9 STEM careers event

Cramlington Learning Village

Cramlington Learning Village is a specialist science and vocational college in Northumberland. It is a mixed comprehensive school of 2300 students, recognised as 'outstanding' by Ofsted three times in succession. The school became an 11–18 school in September 2008, as part of a local authority reorganisation. The main contact and driving force for this work was the Head of Careers, though there was strong encouragement and "licence to try new developments" from school senior leadership.

Summary features of STEM activity

- Some activity taking place in the individual STEM subjects, with clear commitment from heads of subject in science, mathematics, and design and technology
- Clear responsibility for coordinating STEM assigned to the Head of Careers
- Closer relationship established between Head of Careers and STEM departments with the formation of a STEM Group
- Head of Careers was invited to join the Head of Science in working on a 'Science City' project

Key activities include:

- Challenge Wednesdays: All Key Stage 3 pupils were off-timetable and engaged with different activities every week – including some linked to STEM subjects and careers
- Design Brief Challenge: Timeline work has led to establishment of a relationship with AAF Ltd, a local air filtration engineering company, which has provided a series of STEM ambassadors, who have participated in year 9 careers fair and year 12 careers workshops. AAF ambassadors had also set up a design brief challenge competition, led by two student design and technology teachers, which involved the winning entries having their 2D designs manufactured in 3D, following a visit to AAF in May 2011.
- Business Studies: AAF has also opened its doors to one group of year 11 and two groups of year 12 business studies students, to investigate business operations at its site
- STEM Mathematics: Production of a series of STEM-based maths activities, based around topics such as algebra, linked to careers and to business scenarios and maths content in various jobs
- The Pig Project: Design and technology-inspired project involving a robot that travels along pipelines searching for faults. Working with GE Pipelines, which provided employees as ambassadors to work with pupils, demonstrating the application of STEM in robotics and control technologies.
- Science City: Newcastle Science City is an initiative that attempts to raise the international profile of the science taking place in the city. The Head of Careers was invited by the Head of Science to participate in local authority Science City meetings and became part of the team.

Framwellgate School Durham

Framwellgate School Durham is a mixed comprehensive specialist Science College and Sixth Form Centre with 1260 students based in Durham. It is an active contributor to STEM initiatives at local, regional and national levels. The school hosts the Science Learning Centre North East on its campus and works closely with its main partner, Durham University, on professional development, initial teacher training and outreach programmes with STEM themes.

The school has a rich STEM engagement programme and works with a wide range of partners to deliver it. Students have the opportunity to join a STEM Club, follow CREST awards, become STEM Ambassadors for the school and gain work experience in STEM industries.

Summary features of STEM activity

- Ensured that there was a strong link between the formal and informal STEM curricula and that enrichment experiences are capitalised on in the classroom
- Provided coordinated and coherent experiences of STEM engagement throughout a student's school career by targeting enrichment and aligning programmes to satisfy individual needs
- Embedding STEM careers education in the curriculum
- The Science Directorate already had strong links with the process industry and the local Primary Care Trust to promote STEM careers but these often focused on educational visits or events. The school attempted to derive more from these experiences for pupils and make stronger links with the curriculum.
- Teachers piloted the careers information materials provided through the project and they are now an integral part of the directorate's schemes of work
- Resources like FutureMorph were routinely used across all key stages to help pupils take a closer look at STEM sector employment.

Key activities include:

- Developing an Action Plan: A Deputy Head, and Heads of Science and Mathematics, worked together on an action plan that focused on key areas of STEM enrichment, engagement and curriculum development, including:
  - Developing enrichment and engagement pathways.
  - Promoting enterprise through science and science career pathways
  - Contributing to STEM education and school specialism networks
  - Further developing the science and mathematics curricula to meet students' needs
  - Meeting or exceeding subject specialism targets
  - Increasing community engagement and partnership participation
- Student-centred thinking: Development of STEM enrichment activities that took into account pupils' level of development
- Development of the Timeline: Having piloted the STEM Planner, the school discovered that much of the activity centred around particular year groups and at specific times of the year. In the process of piloting the STEM Planner, the team was able to produce better-structured and more balanced distribution of activity throughout the year.
- Leadership and management: The school has a long tradition of engagement with STEM through its head teacher, and has developed a culture in line with the STEM Careers Awareness work. Arising from the relationship with the Timeline, the school decided to establish a dedicated non-teaching post to coordinate STEM enrichment, enterprise, employer engagement and work experience.

Riddlesdown Collegiate

Riddlesdown Collegiate is the largest school in the London Borough of Croydon and the seventh largest in London with 2000 11-19 year old students on roll. It is situated on the North Downs, close to woodlands and fields, in relatively affluent suburbs close to Purley, Surrey, although the socioeconomic climate across the wider area is fairly mixed. Riddlesdown has been accredited with Artsmark, Geography Mark and the Healthy School Award. A Specialist Science college since 2004, the school has a track record of innovation and improvement in STEM subjects. The Collegiate is a set of small schools, called Colleges, each with its own head teacher and staff. Underpinning all activity is the Specialist Science status, an area in which the students excel.

Summary features of STEM activity

- STEM Careers project was instigated by a member of the senior leadership team and responsibility for initial development and liaison with the STEM Careers mentor was given to the school's careers information, advice and guidance coordinator.
- From year 2 onwards, responsibility for STEM careers transferred to the Director of Science Specialism for Aquila College, who already had a strong commitment to and involvement in STEM, indicated by STEM careers being already well embedded in many STEM programmes and activities.
- The school has further raised awareness of STEM careers, particularly in engaging more students in physics and mathematics.
- Engineering is not taught as a separate subject at Riddlesdown, but aspects are built into the curriculum for design and technology and science. Engineering also features strongly in the STEM activities run within extracurricular clubs.

Key activities include:

- Science Week Activity: Subject teachers from across all the colleges planning together and delivering the cross-curricular programme for Key Stage 3 during the week. Lessons planned with a central scientific theme (e.g. CSI, NASA, Einstein) whilst also attempting to raise awareness of STEM careers. In 2011, the underpinning objectives also included improving PLTS. Some students designed settlements in space and researched aeronautical engineering, whilst others researched the work of Albert Einstein. A further group investigated the work of Louis Pasteur and Alfred Wegener.
- Enrichment and enhancement: Science, technology and mathematics staff collaboratively run STEM Challenges for all Key Stage 3 and year 10 students. Pupils work in small teams to build a structure to a certain specification over a period of one hour during ordinary lesson time. Winning teams progress to a final. Examples of challenges include building a marbles sorter, constructing a bridge and designing a lunar lander.
- STEM clubs: Riddlesdown ran both science and engineering clubs, with regular input from maths and design and technology teachers, with a plan to extend this approach gradually to all STEM subjects. Activities included building gliders and building robots as part of the Lego Mindstorm challenge. The school has also taken part very successfully in the Faraday Challenge which is built into the programme for the year 7 Science Club during the autumn term.
- Year 9 and 10 'teachers' and primary school links: Riddlesdown has developed links with local feeder primary schools, through hands-on activities. Groups of year 9 and 10 students, specially trained in basic teaching skills, visit three local primary schools on a weekly basis to run STEM challenges that they have devised. The school has extended this scheme by training year 5 pupils to run science clubs for younger pupils in their schools.
- Transition project: A CSI-style investigation for year 6 pupils took place for six lessons before the summer holidays - completed once pupils have started the secondary school in the autumn term.
- Engagement of external partners: Links made with Mayday Hospital, the RAF and Royal Navy, conservation and management work of wardens at Riddlesdown Common, FutureMorph, Croydon EBP, and links with CERN in Switzerland as a first step to planning a residential trip.

Outcomes:

- Strong STEM profile, with STEM and STEM careers being prominent in whole school events across age range
- Older students taking the initiative to run events and activities for younger students in STEM
- STEM firmly embedded in the School Development Plan

Rushey Mead School

Rushey Mead School is a larger-than-average secondary school on the outskirts of Leicester. In 2005, the school was awarded sports and science specialist college status. The proportion of students from minority ethnic backgrounds is significantly higher than average, a large majority with an Indian heritage. For many students, English is an additional language. In the academic year 2009/10, around 90 percent of students achieved five or more A*-C grades in their final exams. Some 67 percent of all students achieved A*-C grades in both English and maths GCSE. More than 95 percent continue with their education post-16.

Summary features of STEM activity

- Over the duration of the STEM Timeline pilot, there were three changes in staff responsible for overseeing this work, which, though interrupting progress, also brought additional opportunities. The STEM Coordinator is a budget holder and has three hours per week of time assigned to the role.
- The final appointment involved development of a thorough job description, which meant that the school had to carry out a careful review of progress to date.
- The school has a STEM policy in place

Key activities include:

- STEM Club: The STEM Coordinator trained as a STEM club regional champion for ASSEC (After School Science and Engineering Clubs). She has convened meetings of local secondary schools with similar interests in starting STEM clubs, with the intention of establishing a local network
- Teaching and learning: Development of a wide range of learning materials, including starter activities for science and careers quizzes - housed on a dedicated page of the school's virtual learning environment.
- Draw a scientist: This science induction activity for year 7 pupils proved revealing in that most scientists drawn were white, and only one drawing featured a woman - despite the school being co-educational and predominantly Asian
- Activity Week: STEM featured strongly in the school's annual end of year activities, including young engineers' bridge building, a visit to The Deep aquarium in Hull, physics master classes and visits to the National Space Centre and Airkik (an indoor skydiving centre)
- Links with external careers professionals and specialists: The school forged links with Connexions, the Leicester Education Business Company, colleges and training organisations, all of which provided guidance and support to students. The STEM Coordinator made good use of the support provided by these organisations, being an active member of the local STEM network and reached out as STEM champion to develop a local community of practice.

Outcomes:

- The STEM club has begun to attract students with a range of abilities, whereas attendance was limited to lower-ability students before the project.
- The STEM club is made up of a good balance of gender and ethnicity; the student leaders of the group chose the current members from their application forms.
- There are improved links between the subjects directly involved: science, mathematics, design and technology individuals have worked very well together.
- CREST awards have been applied for, and assemblies have taken place, raising awareness around the school.
- The school will have a STEM week in 2011, which will run at the same time as Science and Engineering week. This should ensure all students have some experience of STEM.
- The school is developing links with STEM Ambassadors.
- The school has developed links with the regional STEMNET coordinator.

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Northern Ireland Sector Skills Council

Northern Ireland Sector Skills Council Network Response - 24 August 2012

Introduction

1. The Northern Ireland Sector Skills Council Network welcomes the opportunity to participate in the review by the Committee for Employment and Learning into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

2. The Northern Ireland Sector Skills Council Network ('The Network') is a self contained forum for Sector Skills Councils and Standard Setting Bodies who collectively come together to discuss, debate and share information in relation to skills issues across all the industries of Northern Ireland. The Network is a collaborative body that works in partnership with government and stakeholders to ensure that employers are at the heart of the skills agenda forming solutions to deliver positive change across the ever changing Northern Ireland skills and employment landscape.

3. Membership of the Network is open to all Sector Skills Bodies across Northern Ireland. The Network which has been in existence since 2008 and was previously facilitated by the Alliance of Sector Skills Councils Northern Ireland now exists as an independent body chaired and facilitated by members. Members bring a wealth of knowledge, expertise and understanding in the area of Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland. This expertise in particular relates to employer engagement; employer qualification accreditation, labour market information; relevant skills research and the development of National Occupational Standards. The Network members currently have a number of projects either underway or planned across Northern Ireland in relation to CEIAG, which indicates that the Network is a key stakeholder within this enquiry and a relevant body for consideration of any delivery of work in this area in the future.

4. Before responding to the Terms of Reference, it is important to document that significant steps have been made to improve the CEIAG process to school age pupils, young people, the unemployed and those living in rural and urban areas. However, as is often the case there is always the need for continuous improvement, which we have highlighted in this document.

The Current Situation

5. The Network notes the positive innovation and intervention by the Department for Employment & Learning ('the Department') in recent weeks such as the pilot to extend the opening hours of the Careers Resource Centre at Ann Street, Belfast. This is noted as a valid and welcome attempt to ensure effective careers services are accessible to everybody.

6. As a Network we are aware of the current statistical evidence that 80% of the current workforce will still be in work in 2020. Therefore, it is primarily the current workforce as well as those who will enter it in the coming years, who will need to transform their skills to ensure that they meet the needs of the economy. CEIAG is a vital aspect of this. We are keenly aware of the NEETs statistics in Northern Ireland and the unemployment level within in particular, our young people. It is clear that CEIAG is also a vital and essential component for our young people, we know 45,000 young people across Northern Ireland leave post-primary schools as NEETs.

7. The Network has worked in partnership with the Department's Careers Service, an all age, all ability careers information service providing advice and guidance. The Network recognises there have been significant developments in the Department over the last few years, particularly in relation to how the Careers Service is staffed across the Careers

Resource Centres, JobCentres and Jobs & Benefits Offices across Northern Ireland and how information has been made available.

8. The Network feel that early intervention is paramount in relation to CEIAG provision offered by DEL Careers advisers, teachers, and parents and should be targeted to 100% of students at key transitional stages, such as:

- Primary 7 - prior to leaving primary to post primary stage,
- Year 8 – GCSE Learning for Life and Work (DEL career advisers involved to deliver Employability module backed up with Industry representatives)
- Year 10 – GCSE choices
- Year 12 – progression stage (A-levels, FE, Apprenticeship routes)
- Year 13/14 – progression stage (HE, University, Apprenticeship routes)

9. The Network has experience in contributing to 3 key services in the Department in relation to CEIAG. These include: i) Production of 25 Sector-specific LMI Career Fact-sheets; ii) Sector updating sessions at CEIAG events; and iii) Industry representatives at post primary schools & College career events.

10. The Sector-specific LMI Career Fact-sheets are worthy of particular note by members of the Committee for Employment and Learning as they are evidence of where employers were able to link with the Career Service through Sector Skills Councils. Up until March 2011, the Department had worked with the Sector Skills Councils to produce annual sector-specific career factsheets. This resource provided what the Network believed to be an efficient and valuable tool for CEIAG. They complemented the ongoing development of the Careers Service at the time and were a contextualised version of wider UK and LMI research, localised and made relevant for the workforce of Northern Ireland. The Sector fact-sheets contained up-to-date information on: sector overview and prospects; specific occupations within the industry; entry level skills and entry requirements; current vacancies and skill shortages.

11. The Network is concerned that without a significant and focused emphasis on LMI, particularly in the area of youth unemployment that the delivery of the CEIAG strategy will be negatively impacted on as it will create a barrier to accessible, appropriate LMI . As licensed SSCs, the Network has the potential to be able to deliver on effective and contextualised LMI information for CEIAG across Northern Ireland.

12. It is however noted that currency of information can be outdated. The Network believes there is further need for collaboration and partnership between teachers, DEL Career Advisers and Employers to ensure that information is relevant and up-to-date in terms of sectoral trends, current economic climate and skill shortages.

13. It is commendable that a level of success has been gained by the Department in relation to CEIAG. Notably it is encouraging to see that over 100,000 school age learners each year are now participating in employability and work related learning programmes which aim to promote creativity and innovation. However we feel that more could be done and we as a Network would hope to be involved with discussions and actions about this in the future.

Directions for future links with Sector Skills Council Network and the CEAIG Strategy

14. Our vision for future links with the CEAIG strategy would be to work with the Department towards the reinstatement of the 3 main services previously offered as part of our core SSC role. These have been outlined in Section 2 of this paper (under point 9) and mainly relate to improving the efficiency of CEAIG information through the harnessing of LMI produced by SSCs.

15. The Network has through successful employer engagement been aware of many of the issues in relation to CEIAG and how providers and employers have difficulties in this area. Perhaps

something to consider is how to address the issue of qualifications. The Network is aware of the concerns of the Northern Ireland Schools and Colleges Careers Association (NISCA) in relation to turnover of staff and careers qualifications.

16. New National Occupational Standards were developed for Career Development in 2011. Advice and Guidance National Occupational Standards and qualifications do also exist. Employers may need to consider the qualifications in relation to CEIAG. It is also worth noting that other qualifications in these areas are being developed across the UK including apprenticeship frameworks in Information, Advice and Guidance. Again, the Network can provide expertise and knowledge within these qualification areas and is well placed within their relationships with Northern Ireland employers to help develop any further professionalism if required.

17. The Network has many good examples of current projects, research or project work planned which may be of interest in this enquiry. This includes UK wide research carried out by LSIS in November 2011 to establish the demand for the development of new units, qualifications and an apprenticeship/modern apprenticeship framework for the career development sector across the UK. Other work relevant to this area includes the People 1st dedicated careers website, uksp.co.uk which provides access to LMI in a user friendly format. Also of interest is the fact that Creative & Cultural Skills are extending their National Skills Academy Model to Northern Ireland with a focus on three main strands of work, one being careers.

18. It is the recommendation of the Network that there should be greater involvement of subject knowledge experts (Semta NI 'STEM Teachers into Industry' initiative 2011). STEM teachers spent a period of time within industry, gaining visibility and knowledge of the career opportunities available within that sector. This enables the STEM teachers to give accurate information and advice relating to the industrial application of the syllabus/curriculum.

19. Much work continues to be needed in addressing the under-representation of females in non-traditional sectors e.g. engineering. Again a collaborative approach between teachers, DEL Career Advisers and employers (by way of an Ambassador Programme and added CEIAG resources/literature) could enrich the learning process of all the students involved.

Summary

20. As a network of employer-facing organisations, we are keen to support recommendations that will maximise opportunities to support CEIAG for the benefit of the Northern Ireland economy and its citizens. Our main request in relation to this CEAIG Committee Inquiry is for Committee members to analyse the potential contribution that the Sector Skills Councils Network could make towards a consistent model of best practice in terms of CEIAG delivery and to explore the effectiveness of sector skills councils as linkages between delivery agents, the Careers Service and employers.

21. The Network is committed to playing a pivotal role in CEIAG across Northern Ireland to improve its economic and social infrastructure. The Network works actively with employers and also in partnership with stakeholders and Government to deliver skills solutions.

22. We would urge the Committee to consider the many strengths and potential contributions of the Network in relation to the area of CEIAG, primarily with employer engagement, LMI and research; current and previous hands-on delivery of CEIAG projects; knowledge and understanding of the relevant National Occupational Standards and Qualifications and experience of the skills and industry landscape across Northern Ireland.

23. The Network hopes that this paper will assist the Committee in its investigation. For further information or clarification, please contact Ronnie Moore, Chairperson, Northern Ireland Sector Skills Council Network, EU Skills, ronnie.moore@euskills.co.uk.

Northern Ireland Sector Skills Council - Additional submission

Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

Northern Ireland Sector Skills Council Network Further Response March 2013

Executive summary

After submitting evidence to the Department for Employment and Learning Committee in relation to the CEIAG Inquiry, representatives from the Northern Ireland Sector Skills Council Network ('the Network'), welcomed an opportunity to attend the committee on 13 February 2013 to discuss and highlight issues in relation to this paper.

As a result of attending, the two representatives from the Network, Siobhan Weir from SkillsActive and Shauna Dunlop from LSIS were invited to present further information to the Committee which is outlined in this second paper.

This information relates to further examples and recommendations from the Network into the CEIAG inquiry.

Introduction

1. The Network on further evaluation would like to present the following information and recommendations for consideration in relation to the current CEIAG Inquiry.

2. We would welcome the opportunity to provide further information to the committee, expanding on any of the points made in this paper. We are keen to work in partnership with committee members to organise an event to showcase these services and resources and provide evidence of impact.

Research and evaluation tools

3. The following research and evaluation tools are some of the resources the Network have access to; this information is designed to give the committee a greater insight into the value of the work Sector Skills Councils (SSCs) undertake, and of the CEAIG information they gather and hold. These tools have been developed as a result of learning and experience gained from close working relationships with employers and key stakeholders. The value of these tools is considerable; they enable SSCs to:

- gather and disseminate local Labour Market Intelligence (LMI);
- analyse the impact and success of activities;
- conduct skills needs analyses;
- identify skills development priorities and skills gaps;
- provide information to careers advisers and job seekers; and
- inform our work with employers.

There is scope for further developing these tools, with appropriate support, to ensure they are underpinned with informed and contextualised data and a solid basis for meeting the needs of the sectors we represent now and in the future.

4. SSC Industry Factsheets – Provided by SSCs to produce a snapshot and an overview of 23 key Northern Ireland sectors, providing up to date facts such as the size of each sector, job

opportunities, and potential career pathways. They are a invaluable tool for careers advisers and job seekers alike.

5. Labour Force Surveys - The Labour Force Survey (LFS) is a survey of the employment circumstances of the UK population, which is contextualised by SSCs. It is the largest household survey in the UK and provides the official measures of employment and unemployment. This is an invaluable source of data for SSCs, the sectors we represent, and other stakeholders such as education providers, careers advisers, funders and government departments.

6. Sector Skills Assessments - Sector Skills Assessments (SSAs) completed by SSCs provide a consistent, comparable and rich understanding of the skills priorities within different sectors of the economy, across the four UK nations. In 2011/12, SSAs were produced by consortia of Sector Skills Councils working together to cover areas of the economy of common interest. Examples of SSAs and how they have been contextualised can be provided.

7. Skills Observatory - Skills for Justice is currently developing a skills observatory which will better inform DEL, careers advisers, employers, job seekers and the general public about their sector through enhanced labour market intelligence which is comprehensive and regularly refreshed to keep it up to date. Following a successful piloting of a skills observatory for one sector, and the development of a model of best practice, there should be scope for roll out across a number of sectors, provided there are resources and investment available to do so.

8. Evaluation Planning Tools - A number of tools have been developed in relation to planning and identifying skills and opportunities across the sectors; these tools are used by employers in developing their strategic and business plans, and by SSCs in informing the sectors they represent of trends in employment. They are essential in the identification of skills gaps and prevention of skills mismatches through joining up the needs of employers now and in the future with the information and guidance provided to careers advisers and job seekers.

9. Free research libraries – Some SSCs provide free and easily accessible online libraries for learners enabling them to carry out an in-depth study of specific sectors.

10. State of the nation census reports – These are completed on a UK wide and Nation specific basis to gather detailed information on the current skills and needs of sectors. They are valuable in underpinning the information and guidance SSCs provide to stakeholders, and inform evaluation, planning, needs analyses and other tools. They are particularly valuable as a result of the large scale which enables trend analysis and evidence based recommendations to be drawn.

11. Specific Careers Websites – Each Sector Skills Councils has a dedicated website on their individual sectors. For example, the SSC 'Financial Skills Partnership' has a specific career website called 'Directions'. As well as providing careers information and job profiles for over 70 roles in the sector (including 30 videos of people in Northern Ireland talking about their roles, qualifications and career pathways) it now acts as a communication channel between employers and individuals, alerting interested people to opportunities in the sector. Recently Apprenticeships in a range of Northern Ireland locations have been highlighted on Directions, and internships, school leaver and graduate programmes and job vacancies throughout the UK are advertised. Recent work experience opportunities in HSBC in Belfast and Omagh have been advertised. The information is easy to access, and applications can be made online. For example, by registering your areas of interest on the website you receive email bulletins giving up to date information and links to relevant opportunities. It's an excellent resource for students, job seekers, teachers and career advisers, and feedback from users is excellent. It is further supported by social media groups, LinkedIn and twitter.

Specific Initiatives – Creative and Cultural Skills have developed a Creative Choices programme to provide support through a combination of online resources and special

events, designed by people who work in the creative and cultural industries. Local recent activity included 7 workshops across Belfast and Derry during Jan-March 2013, with host organisations Oh Yeah Music Centre, Lyric Theatre, Playhouse Theatre, and Nerve Centre and partner FE colleges NWRC and BMC. The purpose was to give 13-16 year olds a taster in different careers in the creative industries and in particular theatre, music and design. The following link to this short film captures the spirit and purpose of the events well: http://www.youtube.com/watch?v=VRwzgWl_xLo&feature=youtu.be

Recommendations

12. The Network would also like to present the following recommendations for consideration by committee members in relation to this inquiry. These recommendations are evidence based and supported by SSCs representing over 90% of Northern Ireland sectors and employers.

- **Recommendation one: Employers at the heart of LMI**

  The network would like the Committee to consider commissioning an independent feasibility study to explore the potential of SSCs to be a primary LMI source to support CEIAG.

- **Recommendation two: A strategy for qualified, skilled and supported CEIAG staff**

  CEIAG staff and advisers are often a first port of call and ongoing source of information for individuals considering their current and future career progression. Face to face interactions can have the most impact, and it is essential that those individuals providing careers education, information, advice and guidance are suitably qualified, highly skilled and supported to deliver the best possible service.

  We recommend that the Department for Employment and Learning evaluate the qualifications currently held by careers staff across educational and support institutions and organisations, with a view to producing a coherent and progressive qualifications strategy and addressing any skills needs or gaps. The Network feels it may be of particular relevance to align this evaluation with National Occupational Standards in Advice and Guidance, Career Development and Coaching & Mentoring. These standards have been developed in consultation with employers and other key stakeholders and are nationally agreed standards establishing measures of competence. We recommend a 'joined-up' approach collaborating with any existing reviews or analysis to prevent duplication and ensure buy-in from stakeholders. The Network would be keen to work with the Committee and the Department to support this recommendation.

- **Recommendation three: Support the development of a careers information App in tandem with the further utilisation of social media to advance CEIAG**

  We recommend the development of an App based on the careers factsheets which are routinely developed and refreshed by the Network. We are all aware that due to the different learning styles of individuals who require careers advice and guidance at different stages in their careers, it is essential to have a variety of alternative formats and sources of information with which individuals can engage. An App which would feature real case studies and show how the information can be contextualised would be a real benefit to careers advisers and to those seeking advice and guidance. The Network would welcome the opportunity to develop an App meeting the needs of all users in an innovative and cost effective way.

  It would be useful to consider how social media can be utilised further in relation to the CEIAG resources, advice and information that the Network have. We are keen to explore how CEIAG YouTube, Facebook, Webinars or Twitter accounts could be developed, and used to effectively disseminate information, engage with users and provide a user-friendly format for dialogue and information sharing.

- **Recommendation four: Further engagement between CEIAG advisers and employers**

  The current process of how educational and career support organisations engage with employers could be further explored. Employers welcome opportunities to engage with careers specialists in recruitment, HR and staff development. Careers advice services and presentations benefit from the involvement of employers. For example in informing guidance, or participating in 'Question and Answer' sessions for individuals considering their career options. SSCs have been facilitating these engagement opportunities and are uniquely positioned as brokers between employers and CEIAG advisers and others. The Network of SSCs is keen to continue to work as a broker in relation to this and would welcome support from and engagement with the Committee in doing so. Linked to this, we recommend assessing some of the existing processes for engagement and mapping these into the National Occupational Standards for employer engagement.

- **Recommendation five: Incorporating learning from other jurisdictions**

  It would be useful to review some of the strategies being taken across other areas of the UK to improve the provision of CEIAG. For example, Sir Michael Wilshaw in Ofsted recently highlighted plans to bring school careers guidance under the inspection remit. Ongoing work for the Career Development Workforce in Scotland through the Scotland Qualifications and CPD Framework may also be of interest.

- Recommendation six: Develop digital stories and case studies

  Building on recommendations two and three, we are keen to see more Industry/employer experts engaging with CEIAG professionals through appropriate channels. A cost effective and high impact output could be the development of a series of short, 5 minutes digital stories or case studies for industry, using the Network contacts, statistical and research resources in partnership with CEIAG institutions. These could be accessed by learners through multiple devices such as the increasingly popular Webinars. Evidence has shown that individuals respond well to real life examples, and these are a key component of successful and effective CEIAG.

Employer Statements

The following section contains sample statements from employers to support this paper:

"Semta's help has put us on a team development journey that we believe will lead to greater recognition for our consistently high levels of quality and delivery performance. Semta has helped us identify the skills and training needs within our team and helped us navigate the quagmire of bureaucracy often associated with funded skills and training support"

John Leighton, Head of Production, Thales.

"Employers often struggle to access qualified personal trainers to support the everincreasing demand from consumers. We have benefited greatly from the Register of Exercise Professionals developed by SkillsActive that not only gives us access to professionally qualified staff but has created a talented labour pool to address the predicted employment growth in this area"

Paul Lyness, Joey Dunlop Leisure Centre, N Ireland

In conclusion

The Network commends the efforts of the Committee to undertake a root and branch review of CEIAG. We support this work and hope to be involved in any future activity relating to this Inquiry.

Compiled on behalf of the Northern Ireland Sector Skills Council Network by:

Siobhan Weir, SkillsActive

Shauna Dunlop, Learning and Skills Improvement Service
March 2013

Northern Ireland Schools and Colleges Careers Association

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NISCA was established in the 1970's as the professional body for those working in Careers Education, Information, Advice & Guidance (CEIAG) in schools and colleges in Northern Ireland. The vast majority of our members are Careers Teachers in post primary education (Secondary, Integrated, Grammar and Special Educational Needs) however we also represent careers staff working within the Further Education sector.

An explanation of NISCA's functions and purposes is outlined below:

NISCA will endeavour to enhance the quality of Careers Provision in schools and colleges of Further and Higher Education and to create a desire for life-long learning.

Fundamental Principles:

NISCA is committed to seven fundamental principles.

- Each student has the right to impartial and informed advice which promotes equality of opportunity and puts the needs of the young person first.
- Each student should have access to careers guidance from appropriately trained personnel.
- Each student must have access to up-to-date and relevant careers related information.
- Each student has the right to autonomy in relation to his or her career decision making.
- Careers education and guidance is integral to and an essential part of curriculum entitlement of all young people.
- Careers programmes should be adequately and appropriately resourced.
- Careers provision should encompass a partnership between the school or college and the wider Community.

The Roles of NISCA:

- Provide a networking facility for careers practitioners
- Make representation on policy, structure and resources to all relevant statutory bodies and other organisations in relation to the provision, delivery and evaluation of Careers Education and Guidance Programmes.
- Strengthen partnerships with the Department of Employment and Learning (DEL) and other key organisations involved in careers education and guidance.
- Offer occasional in-service programmes in consultation and collaboration with the Education and Library Boards.
- Promote dialogue with relevant employers' organisations.
- Maintain links, exchange views and ideas and disseminate best practice among careers practitioners within Northern Ireland, the Republic of Ireland and in Great Britain and with

comparable organisations such as the Association of Careers Education and Guidance (ACEG).

Inquiry Terms of Reference

The Committee will:

1. Investigate and identify any inconsistencies/issues in the delivery of CEIAG, including:

   Provision of CEIAG delivery in primary and post primary schools, further education and higher education– may include consideration of the role of CEIAG in the Curriculum, delivery of CEIAG resources available to deliver CEIAG via the education system and methods which may improve delivery.

Although there have been moves towards placing CEIAG at the heart of the curriculum and guidance given from the Department of Education (DENI) and the Education and Training Inspectorate (Preparing For Success Strategy and ETI Quality Indicators, 2009), there are still wide inconsistencies in schools & colleges across Northern Ireland in the provision of CEIAG.

An inspection survey report by the Education and Training Inspectorate on careers education in postprimary schools was published in 2000 (before the Revised Curriculum), and provided an evaluation of the quality of provision in the six core components and in the supporting structures and resources. The report recognised the good practice in the core components of careers education in at least half of the schools and identified areas for improvement in a number of important aspects of provision and practice. These included the need for:

- guidance on the content of the taught programme of careers education;
- co-ordination and management of the potential contribution of each area of study to careers educat ion;
- the development of Personal Career Plan (PCP);
- in-service training (INSET) courses to enable teachers to gain specialist qualifications in careers education;
- the further enhancement of information and communication technology (ICT) resources in careers; and
- a greater emphasis on the development of skills to equip pupils to make appropriate decisions at key transitional stages.

In a follow-up survey of CEIAG in 2006 (beginning of the implementation of the N.I. Revised Curriculum), the ETI highlighted the need for the following:

- effective strategic planning within schools to incorporate effectively the various strands of CEIAG into a coherent programme that provides continuous and progressive opportunities to equip young people with the skills to manage their career development;
- rigorous and robust mechanisms for monitoring and evaluating the quality of the CEIAG provision, including the opportunities for the pupils to provide feedback on their experiences;
- a whole-school review of all the existing work-related learning opportunities in order to provide coherent and enhanced set of experiences for all pupils;
- more consistent progressive provision for pupils to develop Personal Career Planning skills;
- an improvement in the accessibility of careers resources, including the use of ICT facilities, for all pupils;

- the further development of learning materials to meet the needs of those pupils with learning difficulties and, in particular, those pupils with language barriers;
- improved provision for individual careers guidance;
- a review of the time allocated to careers co-ordinators in order to allow them to fulfil their roles and responsibilities;
- staff development training for all teachers involved in the delivery of CEIAG; and
- the establishment of an appropriate recording and assessment system to track pupils' progress in CEIAG.

The 2006 report highlighted the need to build on the current effective practice to ensure that pupils benefit from a coherent and planned CEIAG curriculum to enable them to make informed and appropriate choices. The report was written to prompt reflection and promote action for improvement. However, in order to achieve this there were number of key priorities for development that needed to be addressed, urgently, if the schools were to have the capacity to improve the quality of CEIAG. These included:

1. The establishment of a CEIAG framework for 4 to 19 year olds that clearly identifies the learning outcomes for self-awareness, career exploration and career management;
2. The development of a coherent programme of careers education to ensure that all pupils receive the same minimum entitlement to careers education;
3. The review of the quality of careers guidance in schools;
4. The establishment of a national framework of standards for the continuing professional development of teachers involved in CEIAG; and
5. The establishment of a set of appropriate quality indicators for evaluating the quality of CEIAG.

Points 1 and 5 were fulfilled in 2009. The others are still outstanding.

In 2010 the ETI published their report on an evaluation of STEM CEIAG programmes in N.I. and again highlighted the need for schools to "ensure an appropriate balance at KS4 between the provision of discrete CEIAG and GCSE Learning for Life and Work, to ensure that pupils are equipped with the appropriate skills to make career decisions" and one of their key recommendations was that schools and their leaders "implement the government's goals for better CEAIG as set out in the strategy 'Preparing for Success;"

At the time of writing it is believed that the ETI will publish their findings on CEIAG from recent inspections. (N.B. CEIAG has been inspected as a matter of course of every inspection, regardless of the focus since 2009, as directed by the Minister of Education) As noted by the ETI in 2006, "There is a very wide variation across schools with regards to the content, organisation and time allocation for the components of a CEIAG programme."

Provision of CEIAG in 2012 (with a focus on Careers Education):

- Some schools provide discrete Careers Education classes at all key stages
- Some schools rely only on CCEA's Learning For Life and Work (LLW) classes to provide careers education (it clearly states in DENI's guidelines that LLW may fulfil some provision of CEIAG but that it does not meet the requirements of a CEIAG programme)
- Some schools provide careers education through the tutorial or Personal, Social, Health & Economic education (PSHE) system and supplement this with LLW lessons
- Some schools blend CEIAG with the tutorial system, LLW and cross curricular mapping (CEIAG delivered through other curricular subjects)

- Some schools blend all of the above and clearly outline their CEIAG provision in strategic policies
- Regional Colleges tend to deliver CEIAG through the personal tutorial system. This is rarely assessed, monitored or coherently co-ordinated.
- Although many schools and colleges monitor their CEIAG provision it has been noted by the ETI that assessment within CEIAG is often lacking. There are no issued guidelines on how to assess this subject.
- Many schools use the N.I. Careers Service to provide individual career guidance to their students at key transition points. Some schools do not. Although the N.I. Careers Service holds Partnership Agreements with 99% of post primary schools and colleges it does not follow that individual schools take up this part of the overall service offered in the Partnership Agreement.

CEIAG and work-related learning activities in 2012:

- Some Business-Education Partnerships (BEP's) exist in some areas in N.I. They use funding from DENI to run annual activities in some schools in order to: develop the employability skills of young people; engender a spirit of entrepreneurship in students; bring young people into contact with local and national employers and the world of work; and give young people access to careers and labour market information. The successful BEP's rely on continued funding from DENI and on the dedication of careers teachers and local business personnel, who work together on a voluntary basis. They also rely on the support of principals who are prepared to release careers teachers from school duties in order to plan and run CEIAG events. There are currently many fewer BEP's in inexistence in N.I. than previously.

CEIAG resources in 2012:

- Very few schools have an adequate financial budget for CEIAG
- Many schools have an inadequate CEIAG budget
- All schools & colleges have noticed a reduced budget for CEIAG year on year from 2010

CEIAG Staff in 2012:

- Some schools have a qualified Head of Careers (i.e. they hold a recognised CEIAG qualification from the wider UK of from N.I. before 2001)
- A CEIAG qualification has not been available in N.I. for at least 10 years therefore there are now a minority of qualified Heads of Careers
- Some schools employ a CEIAG Co-ordinator
- Very few post primary schools employ a fulltime Careers Adviser (3 in total: 2 in Belfast and 1 in the Dungannon area)
- All regional colleges employ a small team of careers advisers
- 99% of post primary schools and colleges hold Partnership Agreements with the N.I. Careers Service to deliver elements of career guidance
- The majority of schools employ a Head of LLW and many teachers delivering LLW have received training (N.B. CEIAG is a small component of LLW & Career Planning was removed from LLW specifications in recent years)
- CEIAG training for non specialist teachers can be ad hoc & inconsistent across N.I.

b. Similarities and differences in Northern Ireland Careers Service provision between Urban and Rural areas, such as availability of Careers Advisers and accessibility to CEIAG services

There are differences in the provision of career guidance services between schools and colleges in N.I. Although the Careers Service has Partnership Agreements with 99% of post primary schools and colleges the real service provided varies. This could be due to each school's choice of service. There is a menu of services provided in each Partnership Agreement therefore each school chooses the level of service that they require. There is the issue of some schools choosing not to provide one-to-one career guidance interviews for their students although it is recommended that they do so. There are also differences in the menu offered and what the Careers Advisers can provide in real terms. For example, should each school ask for students in their transition years to receive individual career guidance and group workshops on making Key Stage 4 and Key Stage 5 decisions, there would not be sufficient Careers Service personnel available to provide these. However we would like to emphasise that many schools are very happy with the service that they receive and the personnel who deliver this service.

c. The impact of the budget cuts on the delivery of CEIAG across Northern Ireland.

The impact of budget cuts will initially be felt by our young people. Then education systems, the economy and society will be affected. Without adequate financial budgets there are, and will continue to be:

- A lack of, and reduction in, business-education engagement. BEP's and schools themselves require financial support for transporting students to CEIAG events, staff substitute cover to release teachers to plan and organise events and to escort and supervise students at events
- A reduction of physical resources to help provide CEIAG in schools. This includes ICT access, books or software packages to provide careers information.
- Further barriers to CEIAG staff accessing training and Continuous Professional Development
- Redundancies of experienced and qualified careers teachers who are replaced with teachers with no qualification and little or no training "on the job". CEIAG is already provided and co-ordinated by inexperienced non specialists in many schools but this will become much more prevalent
- A reduction or disappearance of Careers Education on the timetable. Careers teachers are increasingly being asked to deliver their primary curriculum subject as shortages in teaching staff and redundancies are more common place. Not only does this mean that any careers education left on the timetable is spread across a wide range of non specialist teachers, but also that careers education in any form is being dropped entirely from timetables. N.B. Most curriculum subjects offer a qualification at Key Stage 4 and 5 (i.e. GCSE, National Diploma, A Level) which is a valued outcome. Careers Education does not provide a qualification therefore does not fit into "league tables".
- Careers Education has "soft" outcomes such as
    - the personal (better decision makers, smoother transitions in education and the world of work, increased self confidence),
    - the economic (the "right person in the right job", skills gaps recognised and filled, a competitive private sector growth) and
    - the societal (increased participation in education, training and employment).

Therefore many principals do not place value on careers education when faced with minimising financial budgets.

- A lack of and reduction in work-related learning activities. These require knowledgeable staff to coordinate and funding to release teachers to organise and supervise activities.

2. Assess the process of professionalisation of those who deliver CEIAG, particularly in post primary schools & colleges including what training is available and how accessible it is.

- At present there is no qualification available in N.I. for CEIAG staff in schools, nor has there been one in approximately 10 years.
- Training for CEIAG staff in schools & colleges is limited and inconsistent across N.I. It will depend on local availability and the good will of principals to release careers teachers to attend events to update their own knowledge.
- There is no minimum or set criteria for the recruitment of a CEIAG professional in schools and colleges. Job descriptions and personnel specifications vary widely.
- Many positions for CEIAG co-ordinators/Heads of Careers are filled internally and this sometimes leads to teaching staff using the post as a "stepping stone" into senior management to enhance their own career. It is highly possible that the skills and qualities gained by staff during their work in CEIAG make them highly suitable for senior management posts within schools.
- There is a growing demand for qualified and trained CEIAG staff as some principals realise the value of a strong CEIAG programme
- Previously the Education & Library Boards employed CEIAG specialists in their Curriculum Advisory Supports Services (CASS) but the role of CASS will change in the near future and such individuals will no longer be available to schools and as ESA becomes responsible for education it is unknown how such support for Careers staff will continue. This means that new CEIAG co-ordinators/Heads of Careers no longer have support outside their school to implement and provide coherent CEIAG programmes.

3. Report to the Assembly with full findings, conclusions and recommendations on how policies, procedures and practices can be improved in order to maximise the delivery of CEIAG to stakeholders to the benefit of Individuals, the Region and the Economy of Northern Ireland.

Findings and conclusions:

NISCA intends to formally survey its members at the November 2012 conference to quantify and measure the statements above. At recent NISCA conferences and in on-going informal contact many NISCA members highlighted the issues of reduced budgets and time allocation to fulfil their roles and how these changes are adversely impacting on their work in schools and colleges.

Recommendations:

- A qualification or more formal training is required for those delivering CEIAG in schools. CEIAG delivery should also be incorporated into Teacher Training qualifications.
- A generic Job Description/Personnel Specification should be made available to schools leaders when recruiting CEIAG staff to ensure consistency across N.I. in those staff directing CEIAG.
- Principals and their Board of Governors should be held more accountable for CEIAG provision in their schools and colleges. Unless they understand the value of CEIAG and their responsibilities in providing this in their institution, along with possible penalties for not complying with statutory requirements, it will be difficult to ensure more consistency across schools and colleges in N.I.

- There should be a legal statutory obligation for schools and colleges to provide CEIAG at all key stages
- There should be a statutory minimum level of service that a school is required to employ from the N.I. Careers Service, i.e. individual guidance for students in Year 12 and Options talks or group work with Year 10 students.
- There should be ring-fenced funding made available to schools and colleges specifically for CEIAG programmes. Although DENI has made positive moves in recent years to highlight to schools that Entitlement Framework funding can be used to support CEIAG programmes there have been many instances (reported by NISCA members) where principals have not adhered to this.
- There should be an online Labour Market Information portal specific to N.I. The N.I. Careers Service has been working on this for some time and there are Labour Market Factsheets available on their website but a more comprehensive overview is necessary. There are several good websites in existence covering the wider UK but as our economy and general population differs there is a need for labour market information specific to N.I.
- A framework for assessment of CEIAG is required to guide schools and colleges on how to formally assess this subject
- Business Education Partnerships require further and full funding for support to ensure that there is a more consistent provision across the province. Closer links with DETI are also needed to ensure commitment from commerce and business.

North West Regional College

11th July 2012

Executive Summary.

Careers education information advice and guidance has existed since one individual sought or was given information on their future progression. Across time CEIAG has become the prerogative of educators, trainers' private agencies and government departments.

Inquiries by Government provide an opportunity for individuals and organisations to contribute to a scrutiny of what currently exists – in this instance in the realm of CEIAG – and to make suggestions on developments as to what would be of increased value for the future.

The future holds change as one of its certainties. For a Service which is tasked with preparing individuals to become active participants in the future; it is incumbent upon that Service to be at least in step with that pace of change.

This submission is approached from two sections; firstly a description of what is provided in relation to CEIAG in a large College of Further and Higher Education. This reflection on practice helps provide insight into the scope of CEIAG in Further Education. Secondly this submission proffers suggestions on a number of developments of CEIAG – at N Ireland level - of what might usefully support the individuals career journey and thereby the economic development of N Ireland.

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1. Introduction

This submission to the Committee Inquiry into Careers Education Information Advice and Guidance (CEIAG) in Northern Ireland is developed by the College Careers Service Manager of the North West Regional College Derry.

2. Background Information

The North West Regional College Careers service team comprises three full time careers advisors who are responsible to the Careers and Student Counselling Services Manager. The Careers and Counselling Services Manager is directly responsible to the College Director of Learner Services. All Careers service staff are Post Graduate Diploma in Career Guidance qualified and corporate members of the Institute of Career Guidance.

3. Model of CEIAG at North West Regional College.

3.1 Responsibilities of College Careers Service Staff.-

- One – to – one career guidance with all internal and external enquirers
- Group CEIAG presentations
- Development of CEIAG course programmes
- Management of all UCAS applications including the delivery of group UCAS information sessions.
- Supporting the delivery of CEIAG workshops in feeder secondary schools
- Management and delivery of interview preparation workshops.
- Presentations at Careers and Employment Fairs.
- Organisation of specific guest speakers – application to university / nursing / social work.
- Presentation to parents and young students who are in transition between school and College – in particular young people with diagnosed learning difficulties.
- Initiate College CEIAG curriculum projects.
- Analysis of student progression.
- Liaison with other providers of education and training in particular universities, other College of FE and Community Workshops.
- Liaison with NIACRO, NARIC
- Working with various College and external sectors on new CEIAG developments..
- Liaison and joint delivery of CEIAG information sessions with Careers Service NI staff.
- Organisation of student attendance at UCAS Careers Fairs and University Open Days.
- Working membership of various College committees including the College's Student Admissions and HE Forum.
- Liaison with College Curriculum Managers and Heads of Schools.

3.2 CEIAG Responsibilities of Course Teams.

- Organisation of guest speakers pertinent to the specific vocational area
- Organisation of industrial visits
- Where appropriate the organisation and management of work placements.

- Exploration, through one – to one and group tutorial sessions with students on post course progression options.
- Liaison with College Careers Service.

3.3 Access to CEIAG at North West Regional College.

College student access to CEIAG; The function, location and accessibility to the College Careers Service is made know to all College students through the College prospectus and at beginning of year student induction. This is further reinforced through College student handbooks, course induction, posters, plasma screen information shots and Student Portal information on the Colleges Moodle site. Appointments with College Careers Service staff may be made through e-mailing, telephoning or by dropping in to Student Services College areas.

External Enquirers: The availability of the College Careers Service to meet with courses enquirers is publicised through the Colleges web site and College prospectuses. Contact may be made through e-mail, telephone or drop in.

The College Careers Service is available during all College open periods.

3.4 CEIAG Delivery Model Objectives

- To provide one to one CEIAG to all individual enquirers and College groups
- To support the embedding and delivery of CEI by College course teams.
- To integrate CEIAG into the College operational functioning and strategic development.
- Through liaison, to integrate the College Careers Service into the College's local and provincial context.

3.5 Evaluation of the College CEIAG Delivery Model.

Recent reporting by the ETI Inspectorate indicated that the quality of CEIAG (at NWRC) is good, well managed and resourced and that College Careers staff work well with course co-ordinators and course teams.

3.6 Further Development of the NWRC CEIAG Provision.

- Delivery of CEIAG to Community Education groups. The progression of students from education courses based in the community to main stream full or part time College courses requires further development.
- Development of MIS tools to support the delivery of CEIAG to students who are in danger of dropping out of courses
- Further monitoring of Service users so as to inform Service development.
- Further promotion of the function and availability of CEIAG to all College students.

4. Development of CEIAG Provision within the Context of N Ireland .

4.1 Information Sharing between Colleges of Further Education and DEL Careers Service: It remains important that students who do not complete study programmes or who do not progress from one study programme to another or into employment are provided with as immediate as possible careers advice and guidance. It is therefore recommended that information on such non completing or progressing students is immediately shared with Careers Service NI so as to promote early contacting and CEIAG support. Shared information would be e – based.

4.2 Information Sharing between Job Centres and Colleges of Further and Higher Education. Supporting the early re engagement of the recently unemployed with alternatives is important.

The online streaming of educational opportunities to the recently unemployed and their early engagement with the education process merits creative exploration. Options include - direct web links to local FE provision triggered through the" signing on" process.

4.3 Partnership between Further and Higher Education and Industry.

Such linkage would:

- Inform Curriculum Managers on the employability potential of students progressing from College courses at all levels.
- Support the constant updating of staff knowledge and experience on current industrial practices thereby influencing course delivery methods, course contents and relevance to progression and employment.
- Support the development of College student knowledge and experience of industry by providing guest speakers; joint staffing of interview and job preparation panels; provision of work experience and placements.

These developments would contribute to the broadening of the concept of LMI and develop a student centred experiential facet to LMI. It is suggested that this partnership between education and industry needs to be externally facilitated and managed – where expectations and outcomes are clearly defined and evaluated.

4.4 Volunteering: The creative exploration of how volunteering and student access to volunteering opportunities might be best managed. This is an extension of experiential LMI and is becoming significantly important to young people being able to acquire necessary experience and insight into employment and potential careers.

4.5 Provision of Work Placements: Training provided under the egis of Training for Success and Apprenticeship NI requires trainees to have access to industrial placements. Industry in N Ireland is based on a small business economy; small employers are willing to provide placements but are increasingly reluctant to do so because of the punitive costs of funding the required insurance cover. Creative methods of supporting employers with this increased cost need to be found if Apprenticeship training and NVQ training are not to be severely curtailed.

4.6 Electronic Individual Learning Plan (EILP). Conceptually the EILP is excellent; structurally it is limited especially in the area of CEIAG. The EILP needs to support the importing and accumulation of student centred reflective experiences from a variety of contexts. These contexts include work experience, volunteering diaries; placement assessor's reports; career action planning; self-auditing and much more. In addition it needs to support the importing of externally generated documentation - for example data from SkillCheckLive and PathfinderLive careers software. It also needs to support the recording of dialogue between the student and his / her tutor. It is suggested that a review / restructuring of the current EILP needs to be undertaken and that a periodic review process is inbuilt so as to facilitate new requirements. Reviewing to be undertaken through consultation between IT and careers specialists. EILP Carer Section should feature more prominently in ETI inspection.

4.7 Student Motivational Support: Self-esteem is a significant factor underpinning achievement. Low self-esteem is often reinforced for those students who progress from secondary school with low achievement levels. At a Province level good experiential intervention and research needs to be undertaken to develop strategies for assisting Colleges to best manage low self-esteem in its students. This is a factor which contributes to course drop out and ultimately to the NEETS phenomenon.

4.9 The Global Dimension of CEIAG and Curriculum: There needs to be a symbiotic relationship between curriculum, CEIAG and agencies external to the College such as Invest NI and Sector Skill Councils. Curriculum providers need to be acutely aware of the relevance of their product to the national, international and global market and to constantly remain in step with changes

within those markets; LMI needs to continuously inform curriculum development; staff development should support innovation and development; curriculum permutations should reflect industrial demand. An immediate example being how can our current progressing students best exploit IT development in NI and equally how can our increasing trade with Asia and China be of use for career opportunities.

4.10 Widening Participation – Increasing Access.

This has two aspects-

- Further work needs to be undertaken in mapping APEL as a process of accepting highly skilled and experienced but poorly qualified applicants into a broader range of Further and Higher Education courses.
- Trainees who have qualified as apprentices and who wish to progress to the more academic vocational strands of HND / HNC / Foundation Degree programmes require the availability of a recognised bridging course due to the non-recognition of their NVQ Level 3 qualification as being suitable for supporting progression to Higher Education.

4.11 On Line Careers Resources: While the Careers Service NI online CEIAG resources are useful they are also limited. Greater attention needs to be given to the presentation format of the web based information and to its target groups. Current materials tend to target school attendees while FE and HE cater for a much more extended age and experience range.

It is important that on line resources are easily accessed; up dated with regard to LMI; contain useful instrumentation of for example CV writing, personal profiling, personality and job matching profiling and that all developed documentation can be exported to other source documents – in particular student Individual Learning Plans. (See point 4.6)

4.12 The Promotion of Education on Employability: Conceptually employability needs to remain within CEIAG but to be more prominently and pragmatically addressed. Progression requirements into industry are not confined solely to the acquisition of qualifications. Employers of all levels of applicants are placing significant weighting on applicant employability. It is suggested that this needs to be addressed both by Careers Service NI and by educators across all age groups and education settings through curriculum focus points and outcomes rather than a prescribed curriculum which has the potential of confining creative content delivery.

5 Concluding Comments

Careers education information advice and guidance can be the bridge between aspiration and attainment or uncertainty and planning. It can provide hand rails and stepping stones for those uncertain parts of the progression journey. There is an imperative on careers advisors at all levels of organisations to become and remain as informed as possible and adroit at providing quality careers education information advice and guidance. Equally to aid their professional functioning advisors need to be supported by information systems, procedures and resources. This submission highlights, through detailing current advisor roles and responsibilities within a College of Further and Higher Education and through suggesting future developments, what might be usefully considered for the shaping of CEIAG provision.

National Union of Students and the Union of Students in Ireland

Response from NUS-USI

(National Union of Students and the Union of Students in Ireland)

NUS-USI student movement represents the interests of students in Northern Ireland and campaigns on their behalf in many different fields such as student hardship, health, prejudice and accommodation. We also provide an infrastructure that helps individual Students' Unions in the North of Ireland to develop their own work through our research, training and development functions.

Recommendations / Executive Summary:

- The Northern Ireland Executive needs to resource the provision of careers guidance from a financial perspective as well as from a vocational one, to ensure people are aware of how they can fund their studies and make ends meet
- Government should provide funding for staff specifically dedicated to helping co-ordinate student finance training and guidance across all campuses. A service of this nature, the Adult Learner Finance Project, was previously provided by NUS-USI and EGSA and was funded by DEL, however the funding stopped in 2011
- Need for greater flexibility in the delivery of careers advice
- Need to consider the use of social media to help deliver careers advice, as it could improve the accessibility and reach of the service
- Careers services could be delivered alongside other government services within 'one-stop-shops'
- Careers advice should be more readily available in the workplace and also to people studying at evening classes at times when services may not be open.

1.1 We wish to commence by expressing gratitude for the opportunity to submit evidence to the Committee's Inquiry. We understand that this is a time of serious financial constraint; however, we believe that careers advice forms an important part of an invest to save strategy as regards the upskilling of our workforce. Careers services should be seen as crucial to developing the skillbase of our workforce and to creating the right conditions to grow our economy.

1.2 NUS-USI believes that as well as vocational and educational careers advice, guidance must also be provided in relation to helping people plan how they can fund their studies and what financial support options they have. This is a vital and often a forgotten element of careers guidance.

2.1 We believe that given the current economic climate, one of the factors which might hinder people from being in a position to enrol in or complete training or study is the lack of specifically provided staff to deliver training and help co-ordinate the work of financial advisors in universities and colleges. We believe it is crucial that government funding is provided to enable the employment of such staff.

2.2 There previously existed a scheme called the Adult Learner Finance Project with two full-time student finance officers, one at NUS-USI and another at EGSA in which provided assistance similar to that outlined in the previous point. No such scheme currently exists, as DEL funding was discontinued 2011. We believe that financial concerns act as a significant barrier to people entering further education, access courses and third level education. It is

very important that government resources the provision of staff to ensure that students or those considering enrolling in a course, like those in caring roles in particular, are given every possible help to access all benefits that are available to them and are provided with staff that can negotiate with statutory agencies on their behalf. This is not just extremely important as regards student welfare, but also in relation to widening participation which simply has to be a key priority of careers services and the government also.

2.3 The Adult Learner Finance Project at NUS-USI and EGSA provided training for student finance advice staff and kept them up to date on the most recent developments on student support, benefits and government policy. The NUS-USI staff member also delivered an OCN accredited course for finance officers to attend and gain a qualification from. These two staff also created resources like a guide, which was produced every year. This publication was very highly valued by student finance staff at institutions and was also used by the Citizens Advice Bureau.

2.4 Student Finance Officers at FE and HE institutions have so much bureaucracy to deal with at present that many unfortunately may not have the time to look at wider policy matters. It is essential that staff are funded to facilitate the provision of training and policy information and to perform a negotiation role, as finance staff at institutions often may not have the resources to fulfil these tasks.

2.5 The Adult Learner Finance Project staff also negotiated with statutory agencies like social security offices and with the student loans company to ensure individual students were treated fairly, and they secured significant results for students in terms of financial matters. They also organised a forum for practitioners and an annual conference for them, which both now do not take place since funding for the posts ended last year. It should also be noted that DEL itself previously organised meetings of a student finance support body, but that group does not exist either any more. These developments further outline the imminent need and demand for these two student finance co-ordinator posts to be refinanced by DEL. Without these two members of staff being funded, there is a massive gap in the financial aspect of careers advice and support. Institutions may also now feel rather isolated in terms of student financial guidance networks, information and training and, given the current economic climate, this type of work is more important than ever.

2.6 The rapidly changing welfare landscape, particularly with the reforms which may come about through the Welfare Reform Bill, makes the need for such staff at EGSA and NUS-USI more vital now than ever before. Many people who are unemployed could see their financial circumstances become more difficult as a result of welfare reforms, and careers guidance from a financial perspective could be of great benefit given any such changes. The proposals to cut Education Maintenance Allowance and health bursaries and allowances for nursing and midwifery staff further highlight the difficult circumstances at present and further illustrate the need for government funding to be made available to have these staff roles.

2.7 NUS-USI also believes that when it was in operation, the Adult Learner Finance Project helped significantly regarding the retention of students, and could, if funding enabled the re-introduction of this scheme, have a profoundly positive impact in these times of increased living costs and debt burden.

2.8 The staff at the project also provided a crucial guidance role for people considering enrolling in FE and HE courses. This element is so important, particularly at present in the new student support landscape, because we believe that not enough emphasis in careers guidance is placed upon the practical financial side of being able to enrol in courses. It is imperative for potential students, particularly those with dependants, that they can get an accurate picture of the support available and the budgetary factors to be considered if enrolling in a course.

3.1 We would have concerns in relation to access to careers advice for those involved in more flexible education courses, like night classes evening classes, due to services potentially

not being open at times when people are on campus. We believe that consideration must be given as to how to meet the needs of people in flexible study.

3.2 Careers guidance should also be made more readily available in workplaces to help people progress their careers or help them gain new skills. This could have positive results not only for individuals, but also companies too.

4.1 It may be beneficial if careers advice is available as part of a 'one-stop-shop', with benefits, housing and local government services potentially being provided in the same location. Ease of access and proximity to other services could increase usage and help encourage people into education or training.

4.2 NUS-USI believes that information about and promotion of where careers advice can be accessed is very important. Greater outreach into and interaction with civic society could help too. For example, many areas might benefit from the provision of mobile careers services.

5.1 In relation to point 2 of the terms of reference of the inquiry, and given the increase in the use of social media and websites for accessing information, careers services could examine new interactive means of communicating with as many people as possible. Social media could help provide advice and assistance more quickly and more easily than taking the time to visit a careers centre would.

6.1 As a foundation for delivering improved careers advice, we believe that it is absolutely essential that up-to-date and standardised training is provided for all careers advisors to ensure that they are aware of the latest career opportunities and initiatives available. Any cuts in careers advice services could have a very significant impact upon the lives of people in the most marginalised sections of the community and could also have an extremely detrimental impact upon the economy at a time when we should be upskilling and preparing effectively for economic recovery.

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The Open University

Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

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Summary

This response outlines the role of The Open University dedicated Careers Advisory Service, its resources, and the provision and delivery of its services within Northern Ireland specifically. The Open University also has a dedicated career development support function for researchers. The response also demonstrates some of the careers enquiry figures for the last academic year, and how The Open University in Belfast has responded to these. This response discusses six elements of good practice in terms of professionalisation of CEIAG in The Open University, including training and vocational qualifications available. The response concludes with several recommendations for participating in further dialogue around CEIAG and The Open University's willingness to be involved in greater information sharing and joined-up approaches to CEIAG in Northern Ireland.

The Open University in Ireland is willing to give oral evidence to the Committee.

1. Introduction

The Open University was established in 1969, with its first students enrolling in 1971. It is a worldleader in providing innovative and flexible distance learning opportunities at higher education (HE) level. The Open University is open to people, places, methods and ideas, promoting educational opportunity and social justice by providing high-quality university education to all who wish to realise their ambitions and fulfil their potential.

The Open University is very different from its peer Higher Education Institutions (HEIs) in Northern Ireland as it operates across each of the four UK nations, Ireland, Europe and internationally. In Northern Ireland, it has provided part-time and distance learning of the highest quality since its foundation, operating out of its headquarters in Belfast. The Open University in Ireland brings significant additional benefits to Northern Ireland by being part of the UK's largest Higher Education Institution. From this position of strength we are committed to delivering the knowledge and skills necessary for the future of its people, communities and society.

The Open University in Ireland serves the needs of students in both Northern Ireland and the Republic of Ireland. There are fifty-five (55) staff members in our Belfast headquarters, six (6) in the Dublin Enquiry and Advice Centre and 348 part-time tutors supporting over 7,500 students.

2. Response to Terms of Reference

Investigate and identify any inconsistencies/issues in the delivery of CEIAG, including:

Provision of CEIAG delivery in primary and post-primary schools, further education and higher education – may include consideration of the role of CEIAG resources available to deliver CEIAG via the education system and methods which may improve delivery

2.1 CEIAG provision within The Open University

Our Careers Advisory Service (CAS) has two main resource components:

- The Careers Service Development & Leadership Team (CSDLT); and
- National and regional staff that form The Open University Careers Network – servicing mainly students, graduates and employers.

For a description of these units and the staff structure of the Careers Advisory Service please see Appendix 1.

2.1.1 For students and graduates

The Open University Careers Advisory Service has specialist staff across the UK and Republic of Ireland. A qualified Careers Adviser provides professional guidance/support to Northern

Ireland, primarily supporting current students and recent graduates. This is supported by other advisory staff under the umbrella of Information, Advice and Guidance (IAG).

The range of services for students includes access to careers information, advice and guidance through:

a) the careers website (www.open.ac.uk/careers);

b) other appropriate websites (e.g. subject sites);

c) printed publications;

d) online forums;

e) an individual careers interview by phone, email or face to face;

f) access to an online vacancy service, and;

g) access to up to date information, advice and guidance about employability skills development, opportunities with employers and labour market trends.

These services and entitlements to services are outlined in The Open University Careers Advisory Service Statement of Service (see Appendix 2) but are summarised here:

- Prospective students and students on The Open University-validated courses are entitled to selected services. A more detailed explanation of these services and their limitations is being explored through a project (Careers and Employability Project (CEP)) within the Study Experience Programme, led by the Head of the Careers Advisory Service. The project also aims to scope and design an extended Careers Advisory Service, work with Faculties to embed employability into The Open University qualifications and design a Personal Development Planning process for students.
- Currently registered students are entitled to use all of the services offered.
- Students no longer studying with The Open University are entitled to the same services as a currently registered student for up to three years after they have finished studying. After three years they can use the same services as a prospective student.

2.1.2 For employers

The Careers Advisory Service works with employers and external organisations in order to promote The Open University student as a potential recruit and to raise the profile of The Open University. In doing so the **Careers Service Development & Leadership Team** has established an Employer Showcase on the website and an online vacancy service. Standards have been established for the operation of both. A statement of service for employers is available on the careers website and is updated annually (see Appendix 3). The Careers Service Development & Leadership Team's work with employers is informed by the Employer Engagement Strategy of The Open University and aims to align with this.

National, Regional, and Careers Service Development & Leadership Team staff link with other providers of guidance in order to enhance the services to The Open University students. In addition CDLT delivers workshops at professional events. This is work in progress and will be informed by current institutional developments including the potential extension of The Open University Careers Advisory Service as part of the Careers and Employability Project as outlined above.

Our online careers advice and offline support services are designed to help employers recruit and develop the best people for the future of their business. The Open University offers the following employee career development opportunities via www.open.ac.uk/careers:

- Web content and tools – which can be incorporated into companies' existing employee career development website

- Access to Adult Directions - a computer-aided guidance package to help employees see how their skills might help their career development, for students only

We work with regional, national and international employers of all shapes and sizes to help them recruit and retain Europe's top graduates by offering:

- A professional vacancy service – allowing employers to register job opportunities and attract top quality graduates to their organisation
- Employer showcases – this allows employers to promote their company/organisation to The Open University students and graduates
- Information on the graduate labour market – employers can access data on graduate recruitment fairs, graduate development schemes and graduate employment trends
- Profiles on The Open University students – enabling employers to find out more about the knowledge, skills and attitudes of our graduates

2.1.3 For researchers

Outside the structure of the Careers Advisory Service, specific resources are in place in The Open University to provide training and development opportunities for researchers at all stages of their career (ranging from postgraduate students, contract researchers and research active academic staff) through the work of the Research Career Development Support Team, based in Milton Keynes with three members of staff, to service the needs of researchers. Career Development workshops and CV clinics are run during the year by the team. The Open University has a Research Events Diary for details of events organised by Research Career Development Support together with details of events which are put on by Faculties, etc.

2.2. CEIAG for the OU in Northern Ireland

In Northern Ireland, information, advice and guidance are relevant to both the individual's needs and the careers and educational environment not just here but across the nations and regions in which The Open University operates. As part of the National (UK) Careers Team, there is a qualified careers adviser offering guidance, advice and information to registered students and recent Open University graduates in Northern Ireland.

Registered students can request information, advice and guidance covering all aspects of career planning and job seeking, including help to recognise and develop skills valued by employers. This is normally given by telephone or email and may also be available outside usual office hours. Requests for Careers IAG from students via telephone or e-mail are referred through our client management system (Voice) to a Student Services Assistant for triage or direct to the Careers Advisor. In exceptional circumstances, face-to-face consultations may be offered by appointment in the Belfast office. Face-to-face interviews are less common given the geographical spread and make-up of Open University students and their work/family commitments.

Prospective students can be referred to careers information to assist them in making decisions about Open University study. Prospective students may be signposted to an external careers guidance agency i.e. EGSA for more in-depth guidance and information on providers of courses which we don't offer. We direct individuals towards the Northern Ireland Careers Service if specifically requested by the student/enquirer. Advice is also given at local events, offering individuals the opportunity to talk to one of our careers advisors. OU staff members from the Belfast office have given presentations to the Northern Ireland Careers Service staff in the recent past and our Student Services Manager has been undertaking workshop sessions with Careers Advisors from the Banbridge and Belfast areas within the last year. The Open University networks with these individuals and other providers at local careerrelated events.

Students from Northern Ireland can take part in OUCAS on-line forums – moderated by careers advisers and external experts/employers. This greatly extends the access and range of IAG that students can engage in at a time that suits them.

The Open University in Ireland is part of the Association of Higher Education Careers Advisory Services (Ireland). As part of the partnership with Gradireland.com we have links to graduate vacancies, employment fairs throughout Ireland and other Labour Market Initiatives.

2.3 Information, Advice and Guidance (IAG) for The Open University in Northern Ireland

It is important to position CEIAG within the generic Open University's Information and Guidance (IAG) service we provide to our enquirers/ potential students outside of the Careers Service. There is an IAG policy in place (see Appendix 4).

Pre-entry careers guidance is not formally offered (due to present resourcing), however general advice and information relating to careers and career goals often forms part of pre-entry discussion with many new enquirers, and is delivered by staff across Student Services. This informal careersrelated advice and guidance at pre-entry stages has in recent years become increasingly important given the growing emphasis on study for career purposes and career progression, the changes to qualification registration and the embedding of the employability framework in all new qualifications.

To this extent, all aspects of the generic IAG service are linked to a greater or lesser extent with Careers. We are actively working to re-establish and strengthen links with local CEIAG organisations such as EGSA and the Northern Ireland Careers Service. For example, we are in the process of organising a careers information evening/networking event which will take place on Wednesday 3rd October here at The Open University in Belfast. EGSA and NICS have confirmed they will attend, and we aim to extend an invitation to all careers staff in schools across Northern Ireland. The event will provide information on our courses, admission, registration and financial assistance available to students, career prospects and planning for OU students and the potential/appeal of the OU for younger students, school leavers and students with disabilities or additional requirements. This session will equip careers advisory staff with vital knowledge of The Open University in order to fully advise and inform young people about pursuing a course of study with us.

On course study support is also provided by the IAG service, but informal careers signposting is also often implicit in courses where a professional career is the anticipated result, for example, in Health and Social Care. It is important to stress that careers advice is woven through all IAG support given.

3. Availability and Accessibility

Similarities and differences in Northern Ireland Careers Service provision between urban and rural areas, such as availability of Careers Advisers and accessibility to CEIAG services;

In the last academic year, over 5000 students who called the Belfast office received advice and guidance relating to module choice, qualification choice and therefore would link to and underpin any detailed careers follow up. Approximately 1000 enquirers received advice and guidance by email. In addition 300 people received IAG at three face-to-face events in Belfast during this period, 12 in Derry, 26 in Lisburn and just over 40 people received information and advice at sessions in rural areas of Northern Ireland.

CEIAG is publicly accessible on a continual basis to all enquirers in Northern Ireland through www.open.ac.uk/careers. Individuals can also email and telephone our office to access our general advisory service and our careers service. Enquirers in rural areas are therefore not disadvantaged in accessing our services.

4. CEIAG professionalisation within the OU

Assess the process of professionalisation of those who deliver CEIAG, particularly in post-primary schools and colleges including what training is available and how accessible it is

The OU provides training and opportunities for development and professionalisation of CEIAG and those who deliver it, in six ways:

4.1 Awareness-raising

The Quality Assurance Agency (QAA) Code of Practice (2010) asserts the importance of institutional and 'client' awareness of the Careers Advisory Service. The Open University is aware via direct and informal feedback that there are many students, graduates and staff who are unaware of the service and the resources they can access. It is a priority to continue to raise awareness of the Careers Advisory Service and ensure that relevant staff members also know about the service and how to refer students to it. The CDLT has an annual publicity plan which includes contribution to Open University publications including Platform, subject websites, prospectuses and opportunities for staff development awareness-raising. If the Careers Advisory Service is extended and developed further (as recommended by the current Careers and Employability Project) then there would be a more systematic and enhanced publicity campaign as well as increased training and development of staff.

4.2 Careers Education

Developing CEIAG in conjunction with curriculum design is highly important for preparing students to enter employment. The Open University adheres with the QAA Code of Practice for CEIAG (2010) and the Curriculum Design section of the code is all about careers education and the development of employability skills. At The Open University we explore ways to work with Faculties and Schools to enable students to be more confident in their career planning and job seeking. We also have strong labour market intelligence and employer links, to inform curriculum development. We deliver careers learning through new subject based resources or services to students, including online forums in collaboration with facilities and schools. We also provide careers education resources through our website and our Career Planning and Job Seeking Workbook, both of which include activities and opportunities for reflective learning. The Open University Student Employability Policy aims to embed the development of employability skills into The Open University qualifications but this is work in progress. There are currently a small number of standalone modules which incorporate elements of careers education, career planning and employability.

4.3 Qualifications

The Open University demonstrates its commitment towards development and professionalisation of the field of CEIAG through a range of vocational, work-based qualifications, which were introduced by Lifelong Learning UK (LLUK) after extensive consultation with the career guidance sector. They are part of a new qualification strategy for the adult career information, advice and guidance sector in England. They are specifically designed, however, for those working in the new National Careers Service for England, external agency and voluntary service guidance roles and roles where staff who work in other organisations provide career advice and guidance, information, employability and signposting as part of their wider work role. The qualifications are:

Level 3	Award in Supporting Clients to Overcome Barriers to Learning and Work
Level 4	Diploma in Career Information and Advice
Level 6	Diploma in Career Guidance and Development
Level 6	Certificate in Career Guidance Theory Pathway
Level 3 NVQ	Certificate in Advice and Guidance
Level 4 NVQ	Diploma in Advice and Guidance

4.4 Staff Development and CPD

The Careers Advisory Service has a lead responsibility in the institution for staff development related to the provision of careers education, information, advice and guidance (CEIAG). CDLT provides opportunities for staff development for Careers Advisers and SSAs in regions and nations and also for SRS (Student Registration Service) staff. Current developments include piloting peer mentoring and support as well as involvement with Careers Advisers and their managers as part of the CDSA process.

4.5 On-going research and development into CEIAG

Since 2006 a number of initiatives have been successful as a result of Careers Advisory Service involvement in The Open University's Centre for Excellence in Teaching and Learning for Personalised Integrated Learning Support – PILS-CETL – and the development of subject based pages on the Careers website and increased work with Centre for Inclusion and Collaborative Partnerships (CICP) on Student Employability and PDP will ensure that this work continues. Curriculum design is a new precept within the new QAA Code of Practice for Careers so work in this area is an essential component of on-going work of the Careers Advisory Service.

4.6 Ensuring good practice

The Careers Advisory Service has a policy, statement of service and set of service standards to ensure professionalisation of the delivery of CEIAG in The Open University, and of those who deliver it. All practitioners are expected to demonstrate a commitment to maintain and extend their professional skills and undertake appropriate development.

5. Conclusions and recommendations

Report to the Assembly with full findings, conclusions and recommendations on how policies, procedures and practices can be improved in order to maximise the delivery of CEIAG to stakeholders to the benefit of individuals, the regions and the economy of Northern Ireland.

On-going implementation, development and delivery of The Open University in Ireland careers guidance policies, procedures and practices can be seen to benefit individuals, regions and the economy of Northern Ireland in several ways. These can be considered useful models of practice to take into consideration in the Inquiry.

5.1 Flexible Lifelong Learning

The Open University has a specific role in providing CEIAG to adult learners and non-traditional learners who do not pursue the conventional university pathway. For example, The Open University can offer CEIAG to those already in the workplace, who wish to progress in their career and to those individuals who work in areas that are becoming increasingly professionalised. The Graduating to Success strategy emphasises the need to direct enrolment activity at those already in the workplace and reduce dependence on the full-time 18-21 cohort. The Open University is already involved in this type of CEIAG, to allow individuals to 'earn while they learn' in order to increase promotion potential. The Open University's CEIAG focuses on employers and also benefits companies and the needs of the labour market, whether public or private sector, in developing and building a more productive workforce, and providing support and development for employees progressing in their careers. Some students also join the OU after a period of study at other universities for various reasons relating to their choice of study or their work-life context etc.

5.2 Employability

There is a growing need to align careers advice with employment trends and opportunities for our graduates and this issue was highlighted in the DEL Graduating to Success strategy. A recent discussion paper provided by The Guardian HE Network also identified the need to

integrate employability within the curriculum and with the wider issues that students face when entering employment, such as personal development, research and innovation. There are more issues to consider for non-traditional learners. In our work with Faculties and Schools we raise awareness of the Careers Advisory Service and the resources for students, we exchange information about the labour market and employer links in order to inform curriculum development and skills development. We also explore ways in which employability skills and PDP can be embedded into emerging curricula (this is an element of our strategic priority and part of the current implementation of the Student Employability Policy, June 2011). The Open University in Ireland's strategic plan emphasises the coordination of skills and employability to enhance our position as the leading provider of flexible learning. This coordinated, strategic approach, which includes CEIAG, is intrinsic to the success of the institution and its ability to impact on economic growth for Northern Ireland.

5.3 Research and innovation

Lower levels of innovation and research development in Northern Ireland have recently been recognised by the DETI and the need to encourage and support such activities is crucial to the growth of the Northern Ireland economy. The Open University is uniquely placed to assist career development of researchers and prepare them for the multitude and diversity of research careers that exist, whether in the public, private, academic or 'non-academic' environments (Thrift, 2008), and especially those related to research and development. The Open University is a signatory to the Concordat to Support the Career Development of Researchers which is an agreement that sets out the expectations and responsibilities of researchers, their managers, employers and funders. It aims to increase the attractiveness and sustainability of research careers in the UK and to improve the quantity, quality and impact of research for the benefit of UK society and the economy. This is essential when attracting research and students, therefore creating an internationally competitive institution.

Research Career Development Support team works with Faculties, Research Centres, Disciplines, Human Resources, IT Services and others to provide a programme of activities to enhance the research capability of individuals which in turn creates a network of researchers within The Open University who are able to excel in their professional area. This contributes to the quality of expertise and advice that we can not only offer researchers seeking to commercialise their work, to apply for national and international investment and grants, but also to the government in creating policy to incentivise such work. This is significant in the light of the high-level steering group proposed by the Committee for Enterprise, Trade and Investment on innovation, research and development and enterprise in Northern Ireland and other efforts by the Assembly to maximise support for innovation, research and development opportunities for the benefit of the Northern Ireland economy, especially the SME sector.

Research Career Development Support have developed information and resources for researchers, some of which are internal to the OU and some of which are to external organisations such as the Research Councils, Vitae, etc. The Open University works in collaboration with Vitae, an organisation which supports the personal, professional and career development of researchers and builds on the work and activities of the UK Grad programme for postgraduate researchers and UK Higher Education Researcher Development (UKHERD) for research staff. This again, contributes to the academic careers of students, and for those individuals preparing for a career in research outside academia in public and private sectors.

5.4 Quality learning and CEIAG experiences

The Open University demonstrates a high quality learning and CEIAG experience for students, graduates and employers through various good practice policies and procedures in CEIAG delivery (see above). This assures enquirers, students, graduates and employers that a robust procedure is in place, and on-going professional development of staff is in place. In line with the Graduating to Success strategy, quality higher education is a significant area for enhancement. Following the QAA code of practice, The Open University recognises the need

for continual awareness-raising of CEIAG provision and this issue continues to be a challenge for The Open University since we know that there are many students who remain unaware of the service and the resources they can access. A publicity plan has been developed to increase awareness and subsequently increase usage and effectiveness of the service.

5.5 Cross-border co-operation

As the only university operating in both parts of the island, The Open University in Ireland is uniquely placed to address cross-border CEIAG issues, responding to labour market trends and opportunities and working with employers in both Northern Ireland and the Republic of Ireland to contribute to growth and development of the public and private sectors. The expertise and intelligence on crossborder employment issues allows our advisors to offer the best service to individuals looking to relocate to Northern Ireland from the Republic of Ireland, the rest of the world, and the other parts of the UK, by drawing on our regional/national staff. We have access to local employment markets across the UK, informing our work, and we will continue to develop relationships with employers and professional bodies across the island of Ireland to build the profile and reputation of The Open University.

5.6. Recommendations

However, there is potential for more collaboration between The Open University in Ireland and other CEIAG providers in Northern Ireland to ensure enquirers receive the highest quality of service, and that the OU fulfils its role in that service. This is especially so if NICS and CEIAG resources across Northern Ireland can benefit from The Open University provision.

- Awareness-raising
  - There is scope to work further with the Northern Ireland Careers Service to publicise The Open University as an option in planning a career, in terms of CPD, validation of learning or undertaking a course required for a professional career.
  - The Open University would benefit from learning how prominently it features in in current NICS guidance. We can do more to raise awareness of the current IAG and CEIAG services we provide.
  - We will raise awareness across the CEIAG sector of the resources. The Open University may be able to offer, for example, sharing practice, hosting events or participating in networks.
- Partnership working
  - We will continue to strengthen our relationship with the CEIAG sector in Northern Ireland, including careers organisations, career staff in schools, local authorities and local businesses. As already mentioned, we are in the process of organising a careers information evening/networking event which will take place on 3rd October 2012 at The Open University in Belfast. Educational Guidance Service for Adults (EGSA) and NICS have confirmed their attendance, and we aim to extend an invitation to all careers staff in schools across Northern Ireland. The event will provide information on our courses, admission, registration, financial assistance, and career prospects, especially for younger students and school leavers and those with disabilities or other requirements. This session will equip careers advisory staff with vital knowledge of The Open University in order to fully advise and inform young people about pursuing a course of study with us.
  - We will work with the Committee for Employment and Learning in order to share practice and offer guidance and advice on CEIAG matters in Northern Ireland.
  - We will renew our membership of professional organisations in the UK: Association of Graduate Careers Advisory Services (AGCAS), Association of Graduate Recruiters (AGR), Institute of Career Guidance (ICG), National Association of Education Guidance for Adults and the Higher Education Careers Service Unit (HECSU) -the body responsible for Prospects.ac.uk, the UK's main graduate careers information/

guidance website for graduates). The Open University in Ireland is also a member of the Association of Higher Education Careers Services - AHECS (Ireland).

- We welcome and will seek out opportunities to work with other CEIAG organisations in Northern Ireland and on a cross-border basis where required.

6. References

The Open University in Ireland *Strategic Plan 2012-15 Securing the Mission*

NIE Economic Strategy *Priorities for sustainable growth and prosperity: building a better future*

The Open University Careers Advisory Service CEIAG policy

The evolving role of careers and employability professionals in HE The Guardian HE Network paper Committee for Enterprise, Trade and Investment *Report on the Committee's Inquiry into Developing the NI Economy through Innovation, Research and Development*.

2012 Department of Employment and Learning *Graduating to Success: A higher education strategy for Northern Ireland*

7. Appendices

Appendix 1	Job descriptions and staff structure of The Open University Careers Advisory Service
Appendix 2	The Open University Careers Advisory Service Statement of Service
Appendix 3	The Open University Statement of Service for Employers
Appendix 4	The Open University Information, Advice and Guidance (IAG) Statement of Service

OUCAS Policy
Appendix 3

Job Description and Person Specification

TITLE: Student Services Manager (Advice and Support) with responsibility for Careers

GRADE 7

Summary Statement: In addition to core responsibilities this post will focus on the delivery of careers advice and guidance in the region or nation by telephone, email and online and where appropriate face to face, including residential schools where relevant. This service needs also to be delivered out of hours in order to meet the requirements of the Careers Advisory Service Statement of Service. Working with relevant SSMs, the post-holder will develop external links and knowledge of the regional labour market and skills agenda.

Generic Responsibilities:

1. Develop and apply standards in customer care appropriate to a distance teaching environment including working to the externally accredited matrix standards for information, advice and guidance. This includes a commitment to own professional standards and development.

2. Manage communications with customers of the area via all media, proactively and reactively ensuring that we are able to deal with front line referrals from Student Registration and Enquiry Service and front line Regional Learner Support Teams.

3. Contribute to the support of vulnerable students (students with disabilities and additional requirements, prisoners, younger students etc) in order to improve retention and progression rates for these groups.

4. Monitor and evaluate services and implement procedures to assure the quality of services to customers.

5. Underpin the work of associate lecturers in the delivery of an effective service to students, contributing to the staff development of associate lecturers as appropriate.

6. Implement University Equal Opportunities policies.

7. Design, develop and evaluate information, materials and systems to meet educational and/or operational needs.

8. Undertake research to inform developmental work of educational services and/or operational activities.

9. Implement appropriate procedures for dealing with complaints relating to the work of the area.

10. Use the appropriate ICT and systems, including the Customer Relationship Management System and other data management information systems to forward plan, inform and develop strategy, educational services, operations and processes.

11. Recruit, select, appoint, induct, manage, develop, appraise/monitor staff in accordance with equal opportunities policies, fair selection procedures, institutional guidelines and employment regulations.

12. Manage operational activities relating to the work of the area.

13. Have responsibility for the development of resources as they relate to the staffing and operations of the area.

14. Maintain and apply up to date knowledge of regulations and institutional policy in relation to the work of the area.

15. Liaise and collaborate with internal and external staff and agencies to ensure delivery of an effective service.

16. Contribute to policy development through membership of relevant committees and/or working groups.

17. Contribute to the development of an academic community.

18. Maintain records for students in accordance with required procedures.

19. Work, if required, at residential schools where appropriate.

20. Participate in the smooth running of the Regional or National Centre: cover for which is a key requirement in maintaining service standards.

21. Work out of office hours, in the evenings or weekends, where required.

22. Such other duties as may be determined by the Head of Sub Unit.

Specific Responsibilities:

1. In addition to regional or national reporting lines, work with and report to the Head of the Careers Advisory Service in relation to professional standards and development and the OU Careers Network in terms of quality and standards and policy development and direction of the service. This includes attendance at practitioner meetings usually 3 times a year.

2. Provide pro-active and re-active advice and guidance to enquirers, students and recent graduates, with a specific focus on the delivery of careers advice and guidance by telephone, email and online and where appropriate face to face, including residential schools where relevant.

3. Underpin the work of other staff in the delivery of an effective service to students by contributing to staff development, particularly in relation to raising awareness of the Careers Advisory Service.

4. Work with regional colleagues to ensure that careers education and guidance is an integral part of learner support services to students.

5. Liaise and collaborate with internal and external staff and agencies to ensure delivery of an effective service. This will include maintaining and developing links with the regional or national labour market.

6. Develop subject/programme or Faculty links.

Person Specification (in addition to the generic components)

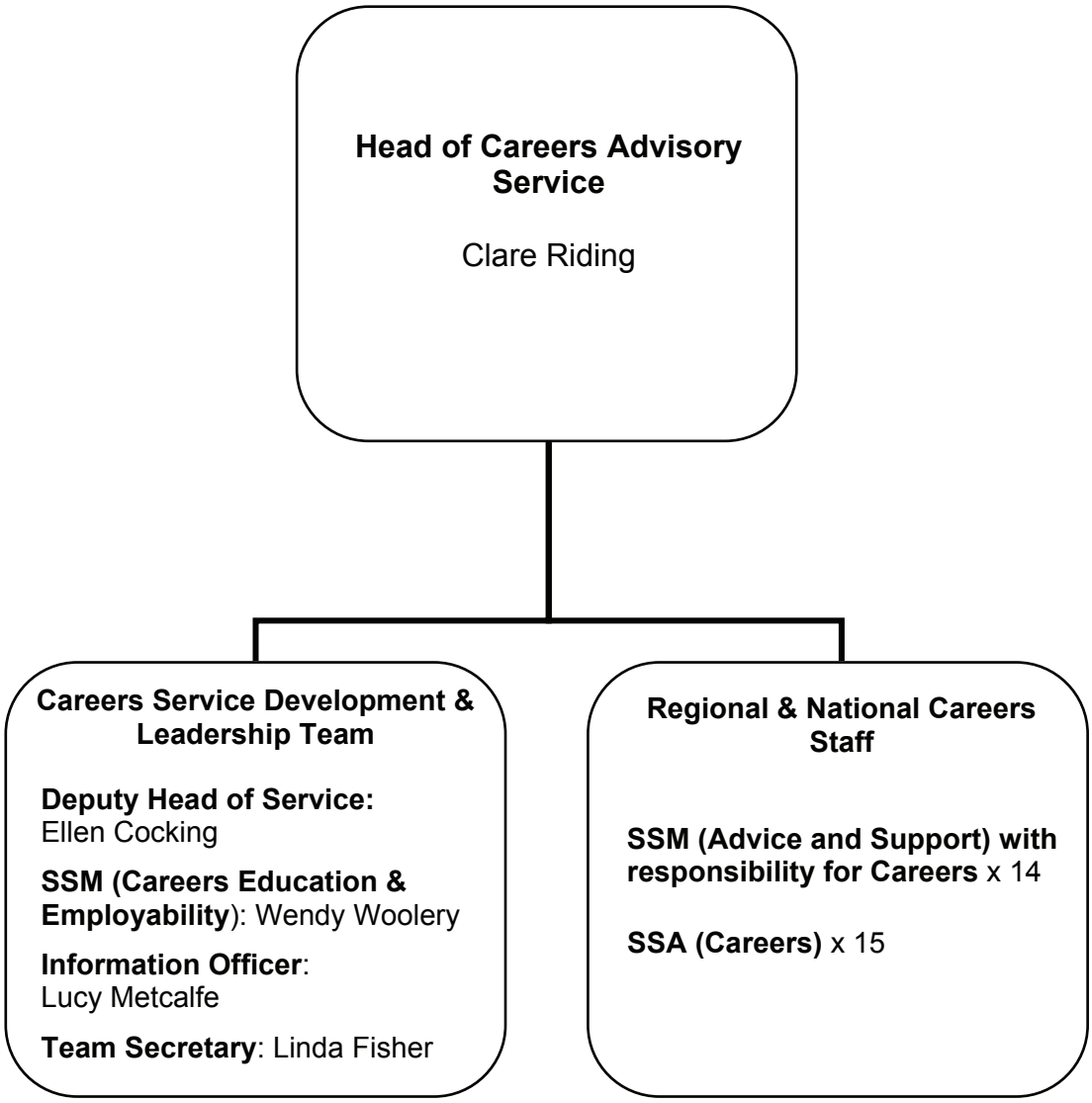
Essential:

- A professional qualification or equivalent experience in Careers Guidance
- Normally c. 3 years experience in educational or careers guidance
- Familiarity and confidence in use of ICT including web based resources for the delivery of careers education, information, advice and guidance.

Desirable:

- Some awareness of the external environment and government policies as they impact on the University and on careers education and employability.

Open University Careers Advisory Service
Structure Diagram



OUCAS Policy
Appendix 1

Open University Careers Advisory Service
What we can offer you

Our statement of service

Our mission

The mission of the OU Careers Advisory Service is to empower Open University students to recognise their potential and achieve their personal, educational or career goals in the changing world of work and lifelong learning.

On our website www.open.ac.uk/careers you'll find:

Information

On all aspects of career planning, including downloadable resources and links to external careers sites.

Advice

Tips on where to look for jobs and advice on applications, CVs and interviews.

Forums

Students can join interactive topic-based forums e.g. on teaching, psychology and science.

Careers guidance

Help with careers queries and access to a dedicated email guidance service for OU students (via the 'Contact' tab on the toolbar).

Links with employers

Students can access our online vacancy service and employer showcase.

Publications

OU study and your career

Explains to registered and prospective students how OU study can be part of your career plans.

Career planning and job seeking workbook

Takes registered students through the process of career review and choice.

Becoming a teacher

For registered and prospective students who are seriously considering teaching as a career.

In your region or nation we offer:

Information, advice and guidance relevant to your individual needs and geographic location in the UK and Ireland

- As a registered student you can request information, advice and guidance covering all aspects of career planning and job seeking, including help to recognise and develop your employability skills. This is normally given by phone or email and is also available outside usual office hours. Face-to-face consultations may be offered by appointment.
- As a prospective student we can guide you to career information to help you decide what to study at the OU. You may be referred to an external career guidance agency if you need more in-depth guidance.

Advice at local events

The opportunity to talk to a careers adviser at some course choice events, day schools and residential schools.

Who can use our services

- Registered students who are currently studying, have just completed a course, or aim to do another consecutive course, and students or graduates who have studied with the OU within the last three years, can use all our services.
- Prospective students, and students or graduates who have not studied with the OU within the last three years, are entitled to use our careers website (except services specifically designated for students only) and can access all publications except the workbook (see facing page). Registering as an OU student will give you access to the full range of support offered by the Careers Advisory Service.
- Students living in continental Europe are entitled to all our services but should be aware that these are mainly focused on opportunities within the UK and Ireland.
- Students based overseas and studying through our partner organisations should check with their host organisation what services are available to them.

Our service policy

We aim to provide:

- free and impartial careers information, advice and guidance
- professionally qualified careers advisers
- confidential handling of your enquiry
- response to queries within ten working days
- referral to specialist external organisations where appropriate.

How you can help us

- Let us have enough relevant information to enable us to answer your enquiry fully.
- Be aware that career planning takes time and results are not always immediate.
- Be prepared to do your own research into opportunities available to you.
- Make a commitment to work towards the goals agreed during your careers consultation.
- Notify us as soon as possible if you have any concern or dissatisfaction with our service.

- We are committed to developing and improving the quality of our services, which we regularly monitor using regional and national surveys. Your comments help us do this.

Our service standards

We aim to:

- work to the Association of Graduate Careers Advisory Services (AGCAS) Code of Practice on Guidance
- operate within the Quality Assurance Agency Code of Practice for Career Education, Information, Advice and Guidance
- abide by The Open University's Equality Scheme
- work within the national matrix standard achieved by The Open University for the quality of the information, advice and guidance provided by Student Services.

If for any reason you are unhappy with our service, your complaint will be fully investigated in confidence and we will do our best to resolve it fairly and quickly in accordance with the University's complaint procedure published at www.open.ac.uk/our-student-policies

Students with additional requirements

If you have a disability or additional requirements making it difficult to access any of our services, we will be happy to take reasonable steps to accommodate your needs, such as providing information in alternative formats. Contact the Student Registration & Enquiry Service or your regional or national centre to arrange this.

Contact us

You can contact us through the Student Registration & Enquiry Service:

Phone +44 (0)845 300 60 90 (Monday to Friday, 08:00–20:00 or Saturday, 09:00–17:00)
Email: general-enquiries@open.ac.uk

Or, if you are an OU student, through your regional or national centre. Go to the contact page on the OU Careers Advisory website for further details www.open.ac.uk/careers

There is a Welsh Language Scheme agreed with the Welsh Language Board. Every effort is made to ensure that Welsh students have advice, guidance and correspondence in their preferred language.

Mae Cynllun yr Iaith Gymraeg wedi cael ei cytuno gyda Fwrdd yr Iaith Gymraeg. Rydym yn gwneud ein gorau i gynnig cyngor, cyfarwyddyd a chyfatebiad yn dewis iaith y myfyrwr.

Ffôn: +44 (0)29 2047 1170
Ebost: wales@open.ac.uk

The Open University Student Services is accredited against the matrix quality standard for information, advice and guidance services.

The Open University is incorporated by Royal Charter (RC 000391), an exempt charity in England and Wales and a charity registered in Scotland (SC 038302).

June 2010

This statement will be reviewed annually
SUP 019184

The Open University

Employer Statement of Service

The OU Mission Statement:

The Open University is open to people, places, methods and ideas.

It promotes educational opportunity and social justice by providing high-quality university education to all who wish to realise their ambitions and fulfil their potential.

Through academic research, pedagogic innovation and collaborative partnership it seeks to be a world leader in the design, content and delivery of supported open and distance learning.

Employer Statement of Service

This document outlines the services that the Open University Careers Advisory Service (OUCAS) offers to employers, how we can help you to advertise your vacancies to students and graduates of The Open University, and what we expect from you.

Our Aims:

The OU Careers Advisory Service aims to build effective relationships with employers. We intend to raise your awareness of our students' potential, and provide opportunities to facilitate lines of communication between employers and relevant applicants from The Open University.

We work with regional, national and international employers to help OU students and graduates find employment and relevant work experience. By working in close partnership with you, we can help you meet your recruitment needs, and help our students achieve their personal and professional goals.

4 | Employer statement of service

Services we offer to employers:

1. Virtual Employer Fair
2. Opportunities to raise your profile with the OU community
3. Contact with OU students
4. Contact with academic departments and CPD links
5. A web-based vacancy service

1 Virtual Employer Fair

We have established a **Virtual Employer Fair** (VEF) on our website for employers who are interested in recruiting OU students and in raising their profile with the OU community. OU students study at a distance so the VEF is an alternative and more appropriate way for employers to deliver a presentation than the face-to-face events on campus they may be used to at other universities. The employers on the VEF are ones who understand and value the nature and attributes of OU students and graduates. Contact us for more details if you would like to discuss having an entry on the VEF. We will send you guidelines on what we need for your entry. It will take three to four weeks to put your entry on the VEF. The VEF is *not* a vacancy handling system, and please note that we cannot promote recruitment and selection procedures that are based on a requirement for UCAS points (see page 9).

2 Opportunities to raise your profile with the OU community

You can do this in a number of ways:

- By providing quotes for use on our website and in our publications.
- You can also be the subject of an article for our student magazine, Sesame.
- If a member of your staff is an OU graduate/alumni/student you can send us a profile on them which we can use to market the value of OU study to current students. This may also help students find out more about your organisation and profession.
- By sponsorship of publications and sections of our website, and links with Alumni and Student Associations. This could be a good way to enhance your company's profile throughout the OU community.

Contact us for more information about any of these opportunities (see page 13).

3 Contact with OU students

- Where appropriate, you could get involved in online discussions and student forums.
- You could get involved in our **Career Links** mentoring scheme. This could involve informal advice and information giving, either by email or telephone. This is a way to raise the profile of your organisation or profession whilst helping students to make informed choices about their careers. (The individual 'Career Helper' taking part must be currently studying, or have previously undertaken OU study, in order to be able to participate in this scheme).

Contact us for more information about any of these opportunities (see page 13).

4 Contact with academic departments and CPD links

If required, we can help you access relevant academic departments and courses for the purposes of recruitment and/or project work.

We can also facilitate links with our Centre for Continuing Professional Development (CPD) who can offer a range of learning opportunities to employers and employees.

5 A web-based vacancy service for students

What we provide

- Our vacancy handling service to employers is free of charge, and advertising with us is the most efficient way of reaching a wide audience of suitable candidates.
- We use the Prospects NET vacancy service in partnership with Graduate Prospects, and advertise our vacancies on a password-protected section of our website. You can expect a professional service, and efficient handling of your vacancies.
- We may share your vacancies with other regional vacancy partnerships with whom we are working. Please let us know if you object to this.
- Vacancy handling is undertaken by the National Careers Team based in Nottingham, as opposed to your nearest regional office, as this is the central location for our employer liaison team.
- All vacancies advertised will be displayed with the following disclaimer:

  All job listings and vacancy details are supplied by the employer, and are posted by us on behalf of the employer. These job details are displayed in good faith and do not form part of any contract. The Open University Careers Advisory Service does not take any responsibility for the accuracy of the information, and recommends that all particulars are verified and advice taken if appropriate, before entering into any form of transaction or contract with any employer or recruitment agency.

- Because of the diverse nature of our student and graduate population, we are happy to advertise as wide a range of vacancies as possible. These will include vacancies for finalists, graduates and non-graduate students at various stages in their OU study. However, it should be noted that because of our 'open' mission, many OU students may not have UCAS points but will be able to offer employers a number of years of work-related experience. We therefore reserve the right not to promote recruitment methods based on a requirement for UCAS points. We are happy to discuss this further with you.
- We will advertise vacancies that are based in the UK, The Republic of Ireland or overseas, which can include immediate and future job vacancies (both full and part time); funded postgraduate opportunities; voluntary work; work experience; and placements.
- The OUCAS will not be able to pre-select or sort students or graduates for any employer. Once an advert is listed on our site, students will contact you direct to apply. However, in some circumstances we may be able to email particular groups of students or tutors to notify them of any vacancies placed.
- Vacancies will remain on our vacancy website until the specified closing date, unless instructed by the employer to remove them prior to this. If there is no closing date, i.e. recruitment is 'ongoing', we will contact the employer after three months to check whether the vacancy is still current.
- The OUCAS reserves the right not to advertise, or to withdraw, any notified vacancy. If so, we will contact the employer to inform them of this decision and the reason. The OUCAS reserves the right to refuse to support any organisation whose practices or activities would not be in the best interests of the OU, its mission or its students. It is our intention to only advertise vacancies which comply with UK Employment and Equal Opportunities legislation (if they are UK based).
- The OUCAS will aim to confirm receipt of vacancies notified to us from employers within five working days, either by telephone or email.

What we expect from you

We require a minimum amount of information from employers in order to advertise their vacancies and this is as follows:

- Name, address, telephone number and website of organisation
- Contact name: their direct telephone number and email (which will not be put onto the vacancy details unless requested)
- Job title of the vacancy and description of duties
- Person specification and qualifications needed
- Type of vacancy for example, full-time, part-time, temporary, voluntary
- Location of job(s)
- Salary
- Start date
- Number of jobs available
- Method of application
- Closing date.

We ask employers not to send us multiple copies of their application forms, recruitment literature or posters, as these cannot be displayed or given out by staff in OU regional centres.

If a vacancy is filled or the details change before the closing date, the employer should contact us immediately so that it can be withdrawn or amended. It is the responsibility of the employer to ensure that the information supplied is accurate and up to date.

Vacancies through Recruitment Agencies:

Recruitment agencies are expected to comply with the expectations outlined on page 11. However, please note that:

- The OUCAS will only advertise vacancies notified by recruitment agencies or intermediaries acting on behalf of a third party if the name of the client company is disclosed to us. The identity of the client company may be withheld from the vacancy details where they wish to initially remain anonymous. If the identity of the client company is not disclosed to the OUCAS, we reserve the right not to advertise the vacancy.
- The OUCAS website has links to the Recruitment and Employment Confederation (REC) website, which has a searchable database of recruitment agencies. We advise students to check this website before dealing with recruitment agencies.

How to contact us

Employers can submit vacancies in the following ways:

1. You have the option to input the vacancy yourself by registering with Graduate Prospects. Go to the 'Recruit OU Students and Graduates' page on the Employer section of our website: **www.open.ac.uk/careers** for details.
2. By email to: **ss-cas-careers@open.ac.uk**
3. By fax to: **0115 971 5575,** clearly marked 'For the attention of the National Careers Team'
4. By post to: **National Careers Team, The Open University in the East Midlands, Clarendon Park, Clumber Avenue, Sherwood Rise, Nottingham, NG5 1AH**.

Telephone enquiries are welcome on **0115 971 5519**, but we request that the vacancy details are confirmed to us in writing by one of the above methods to make sure that the details are correct.

Our service standards

We are committed to developing and improving the quality of the service we offer to employers.

In order to achieve this we will:

- Handle vacancies in an efficient and timely manner and work to the standards outlined below
- Work to and be governed by current Equal Opportunities and Data Protection legislation
- Facilitate feedback from employers and use it to regularly evaluate our services. We may contact employers to gain this feedback – any comments or suggestions will be treated with discretion. Email the Open University Careers Advisory Service on: **ss-cas-careers@open.ac.uk**
- Work within the guidelines of the code of practice of the Association of Graduate Careers Advisory Services (AGCAS). This guarantees a service (within the limits of our resources) that is impartial, courteous, confidential and professional.
- Work in accordance with the Association of Graduate Recruiters (AGR) 'Best Practice in Graduate Recruitment Guide'
- Operate within the Guidance Accreditation Boards 'Matrix' Quality Standards, in recognition of the quality of the Information, Advice and Guidance we provide
- Abide by AGCAS and Open University Equal Opportunities policies
- Operate within the code of practice of the Quality Assurance Agency.

We welcome any comments, constructive feedback or suggestions you may have to help us maintain and improve our standards of service.

Some Open University websites relevant to employers:

The Careers Advisory Service website: **www.open.ac.uk/careers**

The Employer Pages: **www.open.ac.uk/careers/pages/employer/i-am-an-employer.php**

Continuing Professional Development website: **www.open.ac.uk/cpd**

The Open University

Information, Advice and Guidance Statement of Service

Our purpose is to support enquirers considering study with The Open University (OU) to understand the nature of OU study and to make choices about study options; to support students in achieving their aspirations, including their study and career goals through OU study.

We provide: Information, advice and guidance (IAG) to our enquirers and students, being responsive to their diverse needs and interests, within the context of the OU.

Our service is consistent with the agreed University approach to educational support and guidance and is delivered in accordance with the principles of the nationally recognised matrix quality standard (www.matrixstandard.com) and the University's Data Protection Policy.

If you are thinking about OU study, we offer:

- IAG on:
  - distance learning and whether OU study is right for you
  - qualifications and modules available through the OU
  - how the OU's system of supported study and learning works
- advice and support if you have personal circumstances that may affect your OU study
- credit transfer information if you have studied before at higher education level
- signposting to external organisations that may help you further in deciding your options.

If you are currently studying with us, we offer:

- support to enable you to plan your educational and career development
- advice on dealing with non-academic issues that may arise while you are studying, in liaison with your tutor or study adviser as required
- support if you have a disability, and advice on additional financial support that you may be entitled to
- advice and support if you are planning to attend a residential school and access to IAG when you are there
- referral to careers and other specialists for advice and guidance.

How do we offer this service?

Information and advice is offered primarily online, for enquirers through the University's website at www.open.ac.uk/study and to registered students through our StudentHome website.

In addition, enquirers and students are able to access timely and tailored information, advice and guidance from our advisory staff in a variety of ways including online discussion forums, email and telephone. In exceptional circumstances you can book a face to face appointment at an OU national or regional centre.

How you can help us deliver our service to you?

- Before contacting us, try our online information and advice resources where you may find the information you need.
- When you contact us, make sure you give as much information as you can so that we can answer your query effectively.

- Let us know promptly of anything that might be affecting your study so we can advise you what can be done to help.
- Let us know your views so that we can evaluate and develop our service in response to student feedback. We welcome both positive and constructive feedback.
- Recognise that there will be times when it is appropriate for you to undertake individual research into the opportunities available to you.

You can expect us to:

- offer free and informed IAG
- work within the University's agreed approach to student support and guidance, and the University's Data Protection and Equality policies
- provide a timely response, normally within two working days; if the matter is complex you will receive an initial response with an indication of the action we are taking and the likely response time
- ensure that our IAG staff are trained and knowledgeable and follow an appropriate programme of staff development
- work to the national matrix standard awarded to The Open University for the quality of IAG
- operate within the Quality Assurance Agency Code of Practice for Careers Education, Information, Advice and Guidance.

If for any reason you are unhappy with our service, your complaint will be fully investigated, in confidence, and we will do our best to resolve it fairly and quickly in accordance with the University's complaint procedure at www.open.ac.uk/essentialdocuments.

IAG at the OU is provided by a range of people, some of whom provide specialist support. This Statement of Service outlines the core services that are available to you and the standards you can expect from us including our specialist areas. Further information on the support we offer can be found at www.open.ac.uk/study.

Contact us

You can contact us through the Student Registration & Enquiry Service

Phone: +44 (0)845 300 60 90 (Monday to Friday, 08.00 - 20.00 or Saturday, 09.00 - 17.00) or, email us from our website at www.open.ac.uk/contact.

We have a Welsh Language Scheme agreed with the Welsh Language Board. Every effort is made to ensure that Welsh students have information, advice and guidance and other communications in their preferred language.

Mae Cynllun yr laith Gymraeg wedi cael ei cytuno gyda Fwrdd yr laith Gymraeg. Rydym yn gwneud ein gorau i gynnig cyngor, cyfarwyddyd a chyfatebiad yn dewis iaith y myfyrwr.

Ffon: + 44(0)29 20 47 1170
Ebost: wales@open.ac.uk

The Open University Student Services April 2012

The Open University - Additional submission

13 December 2012

Mr Basil McCrea MLA - Chairperson
Committee for Employment and Learning
Northern Ireland Assembly
Parliament Buildings
Stormont
BT4 3XX

Dear Basil,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of The Open University I would like to thank you for the invitation to present evidence on 21 November 2012 to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

During the briefing session you requested additional information, which is enclosed with this letter. If you do require any further clarification, please do not hesitate to contact me.

Yours sincerely,

Dr Frances Morton
Policy and Public Affairs Executive
The Open University in Ireland
02890 245 025

Committee for Employment and Learning

Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

Further evidence from The Open University as requested by the Committee

> **A detailed breakdown of the types of institutions, that the University's students have attended such as schools, Further Education colleges, etc. and details of the geographical spread of students across Northern Ireland including by constituency when the information is available.**

Response
The Open University does not currently gather information on the types of institutions that students have attended. It does, however, collect information on the levels of qualification that students have on entry, and which is provided in Appendix 1.

Constituency data is not currently available but we have provided details of the geographical spread of students across Northern Ireland by postcode in Appendix 2.

> **Details of any models of good practice used in England, Scotland and Wales.**

Response

Operating in England, Scotland, Wales, Northern Ireland and The Republic of Ireland, The Open University is uniquely placed to inform and advice the Committee about practice outside of Northern Ireland.

Scotland

The **Scottish Higher Education Employability Forum** **(SHEEF)** is a strategic partnership which aims to advance the development of employability, employer engagement and entrepreneurship across the Scottish HE sector. The SHEEF mission is to provide an authoritative voice, knowledge base and central resource for employability related issues and practices in Scotland and to inform and advise on the future of HE and government policy. Central to this mission and vision is the notion that Higher Education delivers employable graduates not just through the provision of skills, but also through the inculcation of attributes and dispositions.

The Scottish Funding council strategy Learning to Work 2 is to promote, enhance and improve employability for graduates from Scotland's universities. The strategy supports initiatives and practices in higher education which contribute to enhanced graduate career and employment opportunities.

SHEEF and SFC work together to provide four work placement projects (links below) which build upon extensive employability work developed through LTW1 initiatives and practices, including the Employability Coordinators Network (ECN) and the Scottish Higher Education Employability Network (SHEEN), which was the forerunner to SHEEF.

A report on the placement schemes is available on the SHEEF website, and follows an event that was held on 31st May 2012 entitled 'HE student work placement in Scotland: developing professional learners and employable graduates'.

Education into Enterprise (EIE)

E-Placement Scotland

Third Sector Internships Scotland (TSIS)

Queen Margaret University and The Open University in Scotland coordinate this project.

Making the Most of Masters (MMM)

The Association of Graduate Careers Advisory Services hosts a website entitled Graduate Careers Scotland. The website is designed and managed by staff members who work for the careers services of the sixteen Scottish universities which make up the membership of AGCAS Scotland, the Scottish arm of the Association of Graduate Careers Advisory Services (AGCAS) which is a UK and Ireland association.

The website offers information and interactive opportunities including a virtual careers fair, a shared vacancy service for graduates – all universities contribute to this except Queen Margaret, RGU and The Open University in Scotland at present – a graduate placement programme, graduate profiles and labour market information.

Wales

There are no formal good practice arrangements for higher education institutions and schools working together for CEIAG in Wales. However, all HE widening access/ reaching higher type projects have Welsh universities working with schools and there is usually some employability content/activity.

A colleague from The Open University in Wales attended an event at the Welsh Assembly in November 2012 at which the Deputy Minister for Skills and Education launched the new remit for Careers Wales. Under this remit there will be an expectation that University Careers Services in Wales will work much more closely with CEIAG provided to schools and young people. Welsh University Careers Services will be invited to the start of consultations on linking up delivery in Feb 2013. This activity stemmed from a career services review at the Welsh Assembly, where Open University colleagues in Wales presented evidence, and resulted in the publication Future Ambitions: Developing Careers Services in Wales (Appendix 3).

Details of the university's on-line forums moderated by careers advisers

Response

The Open University Careers Service produces a report per forum, therefore unfortunately there is no single overall forum report. However for information, we attach two forum reports, in order to give a real flavour of how the process works.

The first report is of the 'Quick Queries' forum, which is run each year. It allows students to post quick questions to the service (see Appendix 4~~3~~). The second report is of our themed forums which ran for the first time in July on CVs (see Appendix 54). Also attached is a summary sheet outlining titles and user numbers of previous forums (Appendix 6~~5~~).

The forums confirmed so far for 2012/13 are:

Volunteering and Work Experience
Quick Queries
How to make an impact at interview

STEM
'Windmills' forum
Disability and employment issues
Law
Self -employment/ Entrepreneurship

How much cooperation there is between The Open University and the Educational Guidance Service for Adults

Response

Recently The Open University has been working hard to develop closer links with EGSA and the Careers Service of Northern Ireland (CSNI) in order to raise awareness of The Open University as an attractive higher education choice for students.

The Open University held a meeting in our Belfast office on 3rd October 2012 for EGSA and CSNI staff. Some Careers teachers from the post-primary sector also attended and they were very impressed by The Open University's different approach to learning, the methods which it employs to deliver its programmes of study and the built-in support mechanisms for students.

They were also impressed by the availability of financial support to those students on benefits or on low incomes. In our current economic climate, and due to the costs of study, the meshing of learning and working is an option that more and more people are prepared to consider in order to "earn while you learn".

As a result of the event in October, The Open University was invited to present directly to more EGSA staff (including some from the north-west and mid-Ulster areas). They will be reciprocating this in 2013 when they present to The Open University frontline staff about their operation and scope.

Seven people attended the event (one from EGSA), and in order to encourage further attendance at future events we have planned a similar event in February 2013 and we will consider different timings to encourage better attendance. In order to maximise teachers' attendance we are holding the event at 4pm.

The aim of the event is to present information on the qualifications, courses and support and teaching methods offered by The Open University. Information on fees and financial support is also particularly relevant for young people so will be a central part of the presentation. There will also be a chance for networking and information sharing among those present. The invitation will be sent to teachers and FE colleges in mid-January 2013.

Details of the Careers and Employability Project and when the project will be concluded.

Response

The Careers and Employability Project (CEP) is part of the overarching strategic priority, the Study Experience Programme (SEP), which has been established at The Open University. It has 4 work streams and will be operational until July 2014:

Design, recommend, implement and deliver an extended Careers Advisory Service;

3

Adopt and implement the Student Employability Policy (S/2011/3/08) recommendations;

Establish Personal Development Planning (PDP) as one vehicle for employability support within the new delivery models in the University;

Identify and recommend Open University measures for student employability and organisational performance in terms of study and service provision.

The following summarises progress within each work stream:

A proposal for a 3 year staged approach to the extension of the Careers Advisory Service based in 2 Central Academic Units was presented to the SEP Steering Group on 28th November 2012.

All Faculties are actively engaged with implementing the Student Employability Policy and Faculty Employability Strategies have moved through the approval processes in most Faculties. The CEP team are continuing to work with each Faculty to establish through workshops, meetings and working with Associate Deans and programme teams to establish where additional support can be provided. The CEP team are delivering an Employability Seminar Series throughout the Spring of 2013 and also planning a Careers and Employability Network which will be established in 2013 to share good practice and progress. Employability contacts with all nations are established and the CEP team is working with each of the Nations to support employability activities which are nation specific.

A model for PDP will be presented to the SEP Steering Group on 28th November 2012. It proposes that PDP will be established within future Level 1 modules and thereafter offered to students via the Careers and Employability Service at levels 2 and 3. Qualification teams will have the option of including PDP within level 2 and 3 modules if they wish to do so, particularly where there are requirements to support professional accreditation. Pilot support materials for an online version of a PDP will be tested with Arts students on the Open programme in 2013.

A paper on measurement for employability was approved at the SEP steering group in October. An implementation plan is in preparation and will reflect appropriate measures around work streams 1 and 3 if proposals are approved.

The Open University has recently adopted a Student Employability Policy, the most relevant sections of which are included in Appendix 76.

Provide information on what changes could be made to improve CEIAG to pupils and parents.

The Open University emphasises non-prescriptive approaches to careers education, information and guidance, whereby students have access to relevant and current career information, in order to make informed choices about their future training and employment.

In order to provide this information, and equip students (and parents/carers) with the necessary knowledge and options, we make several suggestions for consideration:

Enhance the existing NI Careers website to include:

more graduate and career profiling
current and quality information on the labour market in Northern Ireland
provide a clearer picture of the economy and economic trends

Facilities and opportunities to undertake skills planning

Foster and facilitate a joined up approach to CEIAG in Northern Ireland

Provide a forum to share practice between HEIs, schools, employers etc.
Create a CEIAG focus when implementing Graduating to Success working groups
Create a CEIAG focus specifically in the implementation of the Raising Aspiration theme in the Access to Success strategy

5

Appendix 1: Levels of qualifications of The Open University students in 2011-12

Qualifications on entry of students*	Undergraduate	Postgraduate	Total
No formal qualifications	6%	0%	6%
A Levels - amount not specified	7%	0%	6%
1 A level or lower	40%	2%	39%
2 A levels or equivalent	21%	5%	21%
HE qualification	22%	62%	23%
Postgraduate	4%	31%	5%

Appendix 2: Number of The Open University student in Northern Ireland by postcode

Postcode	Number of OU Students
BT23	204
BT28	195
BT38	181
BT19	179
BT36	171
BT5	166
BT34	159
BT47	157
BT41	153
BT30	151
BT6	151
BT9	151
BT48	143
BT7	130
BT12	125
BT8	122
BT35	120
BT17	118
BT20	118
BT14	117
BT27	107
BT11	105
BT66	101
BT4	100
BT49	100
BT15	98
BT40	93
BT42	91
BT62	88
BT22	86
BT71	86
BT37	85
BT67	83
BT32	81
BT60	81
BT79	80
BT45	78
BT16	73
BT18	65
BT82	64
BT74	62
BT29	61
BT24	60
BT63	60

Appendix 2: Number of The Open University student in Northern Ireland by postcode

BT78	59
BT13	58
BT39	58
BT44	56
BT43	54
BT10	51
BT33	51
BT53	50
BT51	49
BT80	47
BT25	45
BT52	44
BT70	44
BT61	40
BT94	40
BT92	38
BT26	32
BT54	29
BT65	27
BT93	27
BT31	26
BT56	23
BT21	19
BT64	17
BT46	16
BT55	15
BT81	15
BT57	13
BT1	11
BT69	7
BT75	7
BT2	4
BT3	4
B92	1
BT68	1
BT77	1

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Future ambitions

Developing careers services in Wales

www.cymru.gov.uk

Future ambitions

Developing careers services in Wales

Audience

Welsh Assembly Government, all maintained primary, secondary and special schools in Wales, local authorities, Higher Education Funding Council Wales, Wales Higher Education Careers Advisory Service, higher and further education institutions, work-based learning providers, Careers Wales companies and careers advisors, Jobcentre Plus, Her Majesty's Inspectorate for Education and Training in Wales – Estyn, employers, Wales Trades Union Congress, and other stakeholders involved in providing information, advice and guidance on careers-related issues.

Overview

This report was commissioned by the Welsh Assembly Government in order to examine the relationships between the wide variety of service providers working to provide careers education, careers information, advice and guidance services and also education business links, and placement services and to identify how these relationships might be improved.

Further information

Enquiries about this document should be addressed to:
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Additional copies

This document can be accessed from the Welsh Assembly Government website at www.wales.gov.uk/educationandskills

Related documents

Careers Wales: A Review in an International Perspective, Professor A G Watts (Welsh Assembly Government, 2009)

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Foreword

The subject of this Review – careers services in Wales – is wide-ranging, covering careers education, careers information, advice and guidance services, education business links, and placement services. These services are delivered by a variety of service providers working together – either through formal partnerships or informal arrangements – in a variety of settings. They cut across the responsibilities of various parts of the Welsh Assembly Government and touch upon some elements of the services delivered by the UK Government's Department of Work and Pensions and its job placement agency, Jobcentre Plus. Their common aim is to assist individuals at differing points throughout their lives to make educational, training and occupational choices and to manage their careers within fast-changing education systems and labour markets. Collectively, they represent a composite system that has evolved from various origins, rather than one that has been established by design. It is a system that has a crucial role to play because it brings together the employability and skills requirements of the 'demand' side of the **economy** with the learning and work aspirations of **individuals**, i.e. the 'supply' side.

At the centre of the system are the six Careers Wales companies, each serving a separate area of Wales, and their joint subsidiary, the Careers Wales Association. They provide careers information, advice and guidance services on an all-age all-ability basis in schools, colleges, local communities, high street offices and in the workplace. They also facilitate the delivery of work-focused experiences through their support of Education Business Partnerships and play a prominent role in supporting young people with additional learning needs, those at risk of becoming disaffected and young offenders. In Stage 1 of the Review, the Careers Wales companies were benchmarked by Professor A G Watts against their counterpart service providers in other parts of the UK and elsewhere. They were assessed as being strong and highly professional organisations delivering high-quality responsive services and having the potential to develop a model of service provision to which other countries might aspire. However, it was noted that this potential could only be achieved if their interaction could be improved with each other, with other careers-related service providers (such as the schools, colleges, voluntary sector, universities, and job placement agencies) and with the Welsh Assembly Government.

Our purpose in Stage 2 of the review has therefore been to examine these relationships in order to suggest how they might be further improved. We have sought to identify strategies that could contribute to a direction of travel towards a shared vision of a better system. We have been assisted by the decision of the Minister for Children, Education and Lifelong Learning to reconfigure the Careers Wales companies into a unitary organisation, as this is one of the principal elements of change that we would have recommended. This decision has removed a major area of uncertainty regarding future relationships and enabled us to focus on how a unified Careers Wales might interact in a more integrated way with other players within the wider system.

In so doing, we have, over the past four months, gathered evidence from a wide range of stakeholder representatives at a local, regional, national and international level. Where empirical evidence has been readily available we have taken account of it. We have mostly relied on our interviews with expert personnel to determine the scope for improvement. Our analysis is based upon the evidence presented and upon the candid views of people who know and understand these services well. We believe that we have distilled in this report a consensus on what strategic changes need to happen over the next three to five years in order to move the whole system towards one that is widely recognised as being an excellent model, i.e. one that provides a complementary, consistent and coherent range of services for individuals throughout Wales.

The arrangements currently in place have strong foundations and a good deal of admirable functionality; but they are not working as well as they might. The overall goal is to transform them into a more coherent, efficient and effective systems architecture – and one that is more capable of responding to the fast-changing requirements of the twenty-first century.

We have been heartened by the constructive comments that we have received from those we have met. We believe that the recommendations in this report reflect the consensus of opinion on how careers services in Wales can become more closely integrated. We therefore set out a vision and hope that our suggestions will be transformed from words into deeds by all of the members of the 'family' of careers service providers, working together to realise these practical ambitions for the future.

Dr Haydn E. Edwards (Chair)
Prof. Danny Saunders OBE
Dr Deirdre Hughes

Context

1. The Review was commissioned as part of the Welsh Assembly Government's *Skills That Work for Wales* strategy and action plan. Its purpose has been to determine:

- how well-placed careers provision in Wales is to respond to dynamic factors arising from consumer demand, demographic changes, economic conditions and policy developments
- whether current arrangements for service delivery are efficient, effective and fit for purpose in meeting the needs of individuals, learning providers, employers, parents, and other stakeholders
- whether there is scope for improvement.

2. The ambit of the Review has encompassed the current range of all-age information, advice and guidance services provided by the Careers Wales companies and their relationship with related service provision in education, the voluntary sector, business, and the benefits system. Stage 1 examined the performance of Careers Wales companies in recent years. It compared the careers companies' information, advice and guidance services with those in other countries (by reference to internationally established criteria of good practice). The background paper at Appendix 1 sets out the broader context for the Review in terms of the existing range of service provision in Wales and the main policy drivers affecting this range of services.

3. Two reports – one by Estyn and another by Professor A G Watts – were produced as a result of this first stage of the Review and these were published in May 2009, along with the prospective Terms of Reference for a more wide-ranging Stage 2:

- *Estyn's submission to the Review of the Careers Services in Wales: A comparative analysis of the performance of Careers Wales 2005–2008* (February 2009)

  www.estyn.gov.uk/inspection_reports/rep_careerswales.asp

- *Careers Wales: A Review in an International Perspective*
  Professor A G Watts (May 2009)

  www.wales.gov.uk/educationandskills
  (go to the 'Research' area in the 'Research and Evaluation' section of the site)

- *Progress on the Review of Careers Wales* – Written Statement by John Griffiths AM, Deputy Minister for Skills (October 2009)

  www.wales.gov.uk (see 'Cabinet Statements 2009' in the 'Cabinet and Ministers' area of the 'About' section of the site).

4. These reports suggested that Wales had the potential for a world-class system of careers service provision, but that various further developments would be needed in order for the system to cope with the many challenges that it faced. A summary of the main findings and recommendations arising from these reports is provided in Appendix 1. This potential was further underlined by a subsequent Estyn inspection report on the Careers Wales company serving Mid Glamorgan and Powys which recorded an unprecedented full set of grade ones (good with outstanding features) in response to each of the seven major assessment areas.

5. The Terms of Reference for Stage 2 of the Review were subsequently revised by the Minister for Children, Education and Lifelong Learning on 28 January 2010 to reflect his decision to reconfigure Careers Wales on the evidence of successive external reports and in the interests of providing greater clarity, consistency and certainty, to reconfigure Careers Wales into a unitary organisation. The Minister's written statement announcing this revision can be found at:

- *Review of Careers Services in Wales* – Written Statement by Leighton Andrews AM, Minister for Children, Education and Lifelong Learning (January 2010)

  www.wales.gov.uk (see 'Cabinet Statements 2009' in the 'Cabinet and Ministers' area of the 'About' section of the site).

6. Our revised Terms of Reference have therefore required us to presume that the Careers Wales companies would be brought together into a unitary organisation as soon as possible. We were asked to:

- encompass the broad span of careers education and information, advice and guidance services provided by the Careers Wales companies and other relevant adjacent service provision in education, the voluntary sector, business and the benefits system

- consider Professor Watts' assessment of how provision of careers services in Wales compares with that in other parts of the UK and other leading countries; and how the current arrangements in Wales might be developed into a world-class system
- look at the particular requirements of different client groups and those of employers in helping individuals develop their career aspirations, learning pathways and career self-management and skills
- consider the coherence and cost-effectiveness of delivery of existing careers-related services and how well Careers Wales companies, education providers, employment advisers and other adjacent service providers are able to work in partnership; this should be on the presumption that the Careers Wales companies will be brought together into a unitary organisation as soon as possible
- develop the vision of a world-class, professionally-led, integrated system of careers education, information, advice and guidance, catering for all ages and all abilities
- propose a strategy for realising this vision.

7. The second stage of the Review has therefore entailed consideration of the:

- relationships applying between service providers and service users across the different areas of service delivery that are identified in the background briefing paper at Appendix 1
- way in which these services and relationships are managed, coordinated, quality assured, monitored, inspected and evaluated
- extent to which services are well supported by:
  - professional standards
  - qualified staff
  - capacity building
  - benchmarking arrangements
  - the sharing of information and best practice
  - research and peer review
  - the integration of data collection and analysis
  - the optimum use of technology as means of both service delivery and service administration.

Our approach

8. Careers Wales has been the subject of some fairly extensive examination by various reviews over the past five years. We have therefore sought to avoid duplicating this work by taking it into account and focusing on areas that have not been looked at in detail previously.

9. Over a period of four months, we have undertaken an intensive series of evidence gathering sessions with relevant service users, providers and partner organisations, employer and trades union representatives, inspection agencies, professional associations, government officials and Professor Watts. We have been assisted by a Reference Group of representatives of major stakeholder organisations which has acted both as a channel of communication with the stakeholder communities and as a 'sounding board' for emerging findings. Reference Group participants are listed in Appendix 2, and the full schedule of the 32 meetings that we have undertaken can be found in Appendix 3.

10. The methodology that we have applied has been to circulate the background briefing paper (see Appendix 1), together with bespoke questions, to interviewees in advance of our meetings in order to enable them to take soundings, where appropriate, from within their respective networks. In some cases this has resulted in written papers being produced by the interviewees to supplement their oral evidence. We have also commissioned various papers from government officials. The papers we have received are listed in Appendix 4 and copies can be obtained upon request from the Department for Children, Education, Lifelong Learning and Skills (DCELLS) Careers Policy Branch. We have endeavoured to ensure a balanced process of enquiry throughout our proceedings, and we hope that this is also apparent in our recommendations.

11. Our Terms of Reference have required us to approach the Review at a strategic level. We have considered Professor Watts' vision of what a 'world-class' system of careers services would look like by identifying intrinsic features and principles. We have assessed his prescriptions for change by listening to the views of a wide range of stakeholders. We have then sought to determine what were the essential and realisable elements of such a vision, i.e. which developments were critical for progress? In so doing, we have endeavoured to identify:

- existing strengths
- apparent weaknesses

- opportunities for improvement
- risks or impediments that might apply.

12. We have been conscious of the changing nature of consumers' attitudes and behaviours, particularly in relation to accessing face-to-face, telephone and web-based services. In addition, new and challenging economic conditions underline the need to make the most of potential resources and to consider an incremental approach to the design and development of careers services in Wales. In such circumstances, the need for a clear direction of travel and a route map towards an attainable destination is, in our view, critical, so that momentum is not lost.

13. We have appreciated that the prime focus initially is bound to be on the reorganisation of Careers Wales. However, we consider it essential that the prospective functions of the unitary organisation and its relationships with other adjacent service providers are clearly determined from the outset. This should help direct and support its organisational development. Our task has been to consider these functions and relationships in order to determine whether any current 'grey areas' exist and could be removed, and whether any services could be better integrated for the benefit of both service users and service providers.

14. The areas of relationship that have been examined and the particular issues relating to these areas that we have considered are set out in the background paper (see Appendix 1). In all of these areas, the demands for services have been growing and are likely to continue to grow, driven by both consumer and business needs. The resource constraints that have applied in recent years now seem set to become more severe. This necessitates greater targeting and sharing of resources so that individuals across Wales can access high-quality high-impact careers services.

15. In view of this, we have explored the scope for achieving a more needs-sensitive deployment of resources through a more explicit differentiated service model, underpinned by a universal entitlement for all individuals in Wales to access high-quality careers services. We have also looked at the scope for greater integration and use of information and communications technology to deliver interactive services to those clients who have both the access and the skills to use such services. We have been constantly reminded of the increasing numbers of young people and adults with varying needs

who are seeking services and/or are in need of support at a local level. As a result, we have examined the potential for capacity building within and across a wide range of careers services in Wales.

16. With the objective of achieving more efficient and effective integration between services, we have paid particular regard to the scope for practical improvements in the way that various service providers within the broad system are organised and interact with one another. Our aim has been to produce a set of recommendations for improvement which, together, represent a strategy for achieving a world-class, professionally-led, flexible and robust system of careers services capable of handling increasing demands in a rational, responsive and customer-focused way.

Scope and underlying principles

17. Professor Watts' assessment of Careers Wales – by reference to the Organisation for Economic Co-operation and Development (OECD) benchmarking criteria developed in 2003–04 – is summarised on pages 99–101 of Appendix 1. He viewed Careers Wales as having particular strengths in terms of:

- a clear and coherent mission
- the all-age nature of its services
- its professionalism and the resultant quality of its services
- the extent to which it is embedded in Welsh Assembly Government policies and in local communities.

18. On the whole, the organisation was rated as measuring up well against these criteria, with the potential to become 'world class'. Yet, there were also some questions raised about Careers Wales' ability to fulfil its potential and to cope with current pressures due to a lack of leadership at a national level, strategic capability and funding.

19. He anticipated the need for a substantial remodelling of careers services in favour of adult provision. This would be accompanied by the adoption of more overtly differentiated services for both young people and adults. Watts emphasised that greater attention should be paid to building the capacity of other organisations to deliver some aspects of these services. In order to address the leadership and strategic planning deficit, he envisaged a reconfiguration of Careers Wales. He also suggested:

- a widening of the Careers Wales brand to include other careers service providers
- further development of the award-winning Careers Wales Online (CWO) to become a unifying administrative and lifelong information, advice and guidance (IAG) tool
- the establishment of a Welsh Careers Guidance Forum to review standards, assure quality, oversee integration of service provision, act as an advocate both for the sector and its clientele, and develop productive links with its counterparts elsewhere in the UK, other parts of Europe and the rest of the world.

20. Our interviews with stakeholders have fully confirmed Professor Watts' assessment, and we do not dissent from his description of the strengths, weaknesses and potential of current arrangements in Wales.

We have found Careers Wales to be held in high regard by its local partners and its customers, but with less esteem by some of the organisations which operate predominantly at an all-Wales strategic level. This reflects the relative strength of relationships at a local and regional level within the overall system of careers services and points to areas where improvements in leadership and partnership most need to be made.

21. Leadership should not be confused with governance or management, as all the evidence suggests that Careers Wales companies have been well governed by their Boards of Directors (who are not remunerated for their services) and well managed by their highly professional management teams. This is reflected in the absence of adverse audit reports, the attainment of generally high grades in Estyn inspection reports, and strong approval ratings in independent customer satisfaction surveys. Indeed, the professionalism of Careers Wales staff and their responsiveness to local needs have been consistently emphasised by partner organisations throughout our evidence-gathering sessions. The organisation's capacity for innovation has been ably demonstrated by its pioneering and award-winning CWO website[1] and its own quality award to schools and colleges in respect of careers education. All of these are solid foundations upon which to further develop high-quality high-impact careers services throughout Wales.

22. The criticisms of Careers Wales' internal leadership and strategic capacity have arisen largely, but not exclusively, from its current fragmented structure. This weakness has restricted its ability to:

- represent the sector and its client groups
- influence the Welsh Assembly Government and other major all-Wales players
- undertake research and to plan and manage changes in service delivery on an all-Wales basis
- achieve consistency of service offer and practice where this is desirable.

These four key factors should be addressed as a prime consideration during the prospective reconfiguration of the organisation into a unitary structure.

[1] In March 2005, just four months after its launch, Careers Wales Online won the prestigious BAFTA Award for Technical and Social Innovation.

23. However, this restructuring alone will not necessarily address the general lack of leadership and cohesion across the wider community of careers services that were identified by Professor Watts and which have also been evident during the course of our review.

24. The sector is surprisingly broad with interests in careers education and work-focused experience ranging from primary school to post-graduate level, and with careers information, advice and guidance, skills assessment and job placement covering the age range from early teens to retirement. Lifelong Learning UK (2009)[2] reports that there are at least three distinct categories of careers service providers, namely:

- those organisations whose primary function is careers guidance
- those for whom careers guidance is an important part of their services
- those organisations with an interest in careers guidance provision.

25. During the review process it became apparent that many differing organisations throughout Wales contribute to the development of individuals' career management and employability experiences. As a collective, these are best described as a 'careers family' with relationships formed as part of, or sometimes separate to, the work of Careers Wales.

26. We have learned that in addition to the 2,000 or so dedicated staff directly involved in delivery of careers information, advice and guidance and placement services in Wales[3], there are several thousand more workers (see Appendix 5) providing careers education, work experience coordination and learner coaching in schools and colleges and in the custodial system. This also includes representatives from trade unions in the workplace, community learning representatives, library staff and volunteer support workers in local communities. Figure 1 (see page 14) illustrates the range of differing organisations within the family of careers service providers.

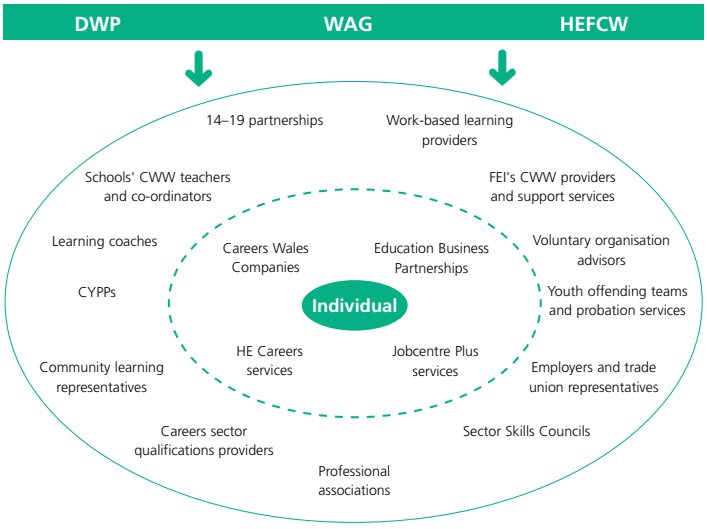
---

2 *Career Guidance Specialist Employers in the Skills for Business Network* by D Hughes, J Hutchinson and S Neary-Booth (Centre for Guidance Studies, University of Derby on behalf of LLUK, 2007). Unpublished report.

3 For further details see Appendix 5 which describes the composition and estimates the numbers involved in the careers services 'family'.

27. In making this assessment, we found that current arrangements are falling short of their potential by not bringing these various careers service providers together as closely as they could and should be.

Figure 1



Family of organisations and roles involved in the provision of careers and related services in Wales

28. We therefore fully endorse Professor Watts' vision of a more closely collaborative system of careers services delivering high-quality careers education, information, advice, guidance and placement services to clients of all ages and all abilities on the basis of universal access and provision geared to individual needs. Indeed, we agree that the foundations for such a system are strong and that the crucial constraints on realising this vision – particularly in circumstances of sustained pressure on available resources – will be the extent to which economies of scale, greater collaboration and partnership working can be achieved.

29. The formation of a more closely knit family of careers service providers can help identify and reach agreement on key priorities, including the bespoke targeting of services, where appropriate. Much of the strategic change needed to realise the vision involves,

but is not restricted to, Careers Wales. It involves all of the players within the wider system; and it concerns the way these players interact with each other and maximise the impact of available resources.

30. Indeed, it is difficult to see how learning systems such as these can operate successfully in the absence of highly developed integrated systems of careers education, information, advice and guidance. In talking to many of the service providers, we have been heartened by the degree of consensus on the following underlying principles that shape a new infrastructure for careers services in Wales. The principles are drawn from best practice in Wales and international benchmarks. They require careers services in Wales to be:

- client-centred having due regard to duties of care and confidentiality
- accessible to individuals of all ages and all abilities
- locally responsive, but nationally coherent
- capable of offering high-quality and bilingual self-help, brief-assisted and in-depth support services that accord with priority groups' and individuals' needs
- professionally-led and impartial at all times
- committed to combating prejudice, stereotyping, discrimination and other barriers to individuals' personal achievement
- focused on equipping individuals with well-developed career management and employability skills that can be applied throughout life
- able to promote and inspire individuals to make good use of available web-based, telephone and face-to-face services
- capable of offering accurate and accessible labour market information and intelligence that take full account of employers' needs and future skills requirements
- dedicated to continuous improvement, sharing best practice and building capacity among providers in Wales, so that a reputation for excellence in high-impact high-quality services is established.

31. We have conducted our examination of the issues, considered the scope for improvement and framed our recommendations for changes, with these principles in mind.

Our **vision** for careers services in Wales:

> To create fully integrated online, telephone and face-to-face services designed to ensure that every individual, regardless of their circumstances, can develop and apply career management and employability skills that will sustain them throughout life.

32. Career decisions are among the most important people make throughout their lives, having significant implications for social and economic well-being. In view of this, the overall goal that unites the family of careers service providers in Wales is to help individuals from all walks of life to build their confidence and resilience and to apply their unique talents and skills within suitable learning and work environments.

Areas for improvement

33. In view of the high level of consensus that exists for careers services in Wales to be further improved and to build on best practice, we have identified ten thematic areas for development.

1. The interface between careers education, information, advice and guidance for young people in schools, colleges and other learning provision.
2. Developing a differentiated careers service delivery model.
3. Priority groups.
4. Careers services for adults.
5. The Welfare Reform Agenda.
6. Training and professional development.
7. Labour market information and intelligence.
8. Careers Services Strategic Forum.
9. The Careers Wales organisation structure and brand.
10. The interface with the Welsh Assembly Government.

34. These largely reflect the various interfaces identified in the background paper (see Appendix 1) and some broader aspects of service provision which transcend the whole system. In doing so, the primary goal is to ensure young people and adults have access to modern, 'fit for purpose' and relevant careers education, information, advice and guidance throughout Wales. We have noted significant variations in individuals' perceptions of careers services and those who are actually best placed to respond to young people and adults' career management and employability needs. In view of this, our observations and subsequent recommendations aim to identify, where possible, which agencies should have responsibility for driving forward policy objectives and/or delivery plans.

Theme 1: Careers services for young people

Fundamental requirements

35. We begin by exploring current youth policy statutory obligations and frameworks in order to assess the overall impact of current arrangements. We also consider what further requirements should be put in place to significantly improve existing arrangements so that young people's career management and employability skills can become more fully developed. Later on in the report (see Theme 4) we discuss in more detail the specific needs of adults set within the context of an all-age all-ability careers service.

36. There is a statutory obligation upon the Welsh Assembly Government to make available appropriate careers education, information, advice and guidance services to all children and young people up to the age of 19. There are permissive powers in respect of the provision of careers and related information, advice and guidance services for adults, but no statutory duty. This explains why the bulk of Careers Wales provision (80 per cent) is accounted for by services to clients who are below the age of 19. Therefore, if there is to be any material shift of resources into services for adults, there will need to be substantial changes made in providing careers services to young people throughout Wales.

37. Indeed, our evidence highlighted that greater clarity is required in terms of schools, colleges and Careers Wales' respective contributions, roles and responsibilities. There are at least two fundamental requirements.

- To develop personalised services to individuals with different needs and circumstances, while maintaining the principle of providing universal access to careers services in accordance with statutory obligations and non-statutory requirements.
- To ensure that interventions by careers advisers and other key players in the careers family are timely, relevant and delivered to achieve positive impact, so that individuals' talents, aspirations and life chances can be optimised.

38. The evidence we have received also indicates the necessity of retaining current best practice at a local and regional level, while placing greater emphasis on finding new ways of building capacity to deliver the highest quality careers education, information,

advice and guidance in a wide range of organisations and settings. There is a growing need to:

- ensure careers education, information, advice and guidance is relevant and meaningful to individuals, families and local communities
- deliver high-quality labour market information and intelligence on differing learning and career pathways including work-focused experiences
- provide accurate diagnosis, assessment and timely careers interventions for young people (and adults) to enable them to develop effective career management and employability skills
- extend careers activities beyond one-off interventions in the classroom and/or one-to-one interviews, using innovative group work techniques, web-based and telephone helpline services
- invest in well-trained and suitably qualified careers leaders in schools and colleges, careers advisers, mentors and learning coaches to motivate and inspire young people.

The Careers and the world of work framework

39. Schools, colleges and training providers have a statutory duty to provide careers education and work-focused experiences in accordance with the *Careers and the world of work* (CWW) framework[4]. The National Assembly for Wales was the first regulation-making body in the UK to introduce a requirement that schools and colleges should provide programmes of careers education for all students aged 16 to 19 – under the Education (Extension of Careers Education) (Wales) Regulations 2001[5]. The framework brings together previously separate frameworks for careers education and guidance and work-related education. In 2008, the Welsh Assembly Government issued statutory guidance, with effect from the academic year 2008–09, to apply to learners in the age range 11 to 19 in all learning environments.

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4 *Careers and the world of work: a framework for 11 to 19-year-olds in Wales* (Welsh Assembly Government, 2008)
www.wales.gov.uk/educationandskills (see 'Careers and the world of work' in 'The school curriculum in Wales' area of the 'Curriculum and Assessment' section of the site)

5 Op. cit. (see footnote 4)

The CWW framework states that:

> Careers and the world of work (CWW) is concerned with the relationships between young people, their learning and the world of work. It should help learners to:
>
> - explore the attitudes and values required for employability and lifelong learning
> - plan and manage their pathway through the range of opportunities in learning and work
> - make effective career choices
> - become entrepreneurial
> - flourish in a variety of work settings
> - become motivated, set long-term goals and overcome barriers
> - see the relevance of their studies to their life and work
> - develop Key Skills and other skills required by employers
> - prepare for the challenges, choices and responsibilities of work and adult life.

40. The framework is designed to provide young people with insights that generate both realism and aspiration regarding their future working lives. It should link closely with the Welsh Baccalaureate's 'world of work' theme and influence how that theme is delivered at foundation, intermediate and advanced level. However, our findings indicate that the framework has, so far, had limited impact. The policy objective has been well articulated in written guidance; but those who gave evidence on this subject were unable to describe its added value or demonstrate its impact in practice. Given the framework is designed to ensure young people are exposed to the very best preparatory experiences for careers and the world of work, we regard this low impact as a matter for concern.

41. We consider it essential that responsibility for delivery of the CWW framework becomes more firmly anchored within the practice of all schools and colleges. Developing young people's knowledge,

skills and behaviours associated with career management and the world of work must become one of the major objectives of each learning institution. The Welsh Assembly Government's Department for Children, Education, Lifelong Learning and Skills (DCELLS) has issued supplementary guidance[6] which describes the ways in which schools and colleges should deliver this framework within the curriculum. It also sets out the relationships with partners and stakeholders necessary to deliver these outcomes. However, there is no prescription as to the mode of curriculum delivery to be chosen; in fact, the guidance recognises at least five possible delivery models. These include:

- an integrated element across a wide range of curriculum subject areas
- part of a tutorial programme
- part of personal and social education (PSE)
- a separate lesson or module and/or
- one-off events or projects.

42. These optional delivery arrangements provide significant flexibility for schools and colleges. There appears to be a mix of professionals and allied workers involved in delivering the framework. These include teachers, pastoral staff, administrators, careers advisers, members of the wider youth and student support team such as learning coaches and mentors, as well as employers and training providers. We received feedback from schools, colleges, Careers Wales and 14–19 Partnerships, that all of these various contributors have some form of input to CWW delivery. But skill sets, knowledge and experience vary considerably, as do the perceived leadership responsibilities for the strategic and operational organisation of the framework.

43. The supplementary guidance from DCELLS (2008)[7] emphasises the need for leadership, management and ownership of CWW policy and delivery to involve senior level staff in schools and colleges. While it also provides a sample job description for a

6 *Careers and the world of work: Supplementary guidance* (Welsh Assembly Government, 2008) www.wales.gov.uk/educationandskills (see 'Careers and the world of work' in 'The school curriculum in Wales' area of the 'Curriculum and Assessment' section of the site).

7 Op.cit. (see footnote 6)

CWW coordinator, it does not stipulate any skill set, competence or qualification requirements for undertaking these roles within learning institutions; and it lacks direction in terms of responsibilities for professional development of those involved in the planning, design and delivery of CWW. On the basis of evidence received, we question whether everyone delivering CWW is suitably equipped in terms of having up-to-date knowledge and experience of relevant CWW policy and practice.

44. Careers Wales supports careers education developments by providing training and information for teachers and lecturers; and by encouraging schools and colleges to quality assure careers work using its prestigious quality award. They recruit, register and monitor (for health and safety) employers who are willing to offer work-focused activities to schools and colleges; and they provide staffing support to the Education Business Partnerships (EBPs) which we discuss later in the 'Education Business Partnerships' and 'Revitalising the Education Business Partnerships brand' sections.

45. Careers Wales professional advisers also deliver careers information group sessions to cohorts of young people at various ages and stages of progression; and they seek to deliver at least one bespoke advice or guidance interview with each student before the age of 16. These personalised one-to-one interviews – in 2008–09 more than 222,000 – are the most visible and resource-intensive activity currently undertaken by Careers Wales. There is a strong case for reviewing this current approach. The magnitude of such intensive support for young people has to be balanced against their specific needs and the emerging priorities for supporting adults. This necessitates a more strategic differentiated service-delivery approach to ensure the right level of resource is delivered, at the right time and in the right place suited to individuals' needs. We note that at present a blanket interviewing approach prevails which is not sustainable given the increasing demands from adults seeking careers service support.

46. While formal and informal protocols in the planning and delivery of the CWW framework exist between Careers Wales, schools, colleges, training providers and employers, the evidence we have heard indicates that lead responsibilities and levels of input vary significantly from institution to institution. Some schools clearly place a high priority on the framework and the support provided by Careers Wales. However, there is robust evidence that the framework in some schools and colleges is given less priority generally than the

PSE framework. For example, this is illustrated by the removal of careers coordinators posts in some schools and the appointment of school administrators to oversee careers and work experience programmes. No evidence has been presented of deliberate burden shifting to Careers Wales by institutions in respect of careers education and work-focused experience delivery; but institutions do have substantial discretion in the way the CWW framework is delivered.

47. Indeed, we have heard evidence from a number of stakeholders of situations in which inadequate careers education preparation of pupils for their careers interviews has resulted in Careers Wales staff becoming drawn into the partial delivery of careers education programmes. For obvious reasons, this is neither sustainable nor desirable. Although there are generally high levels of client satisfaction reported through surveys of young people in respect of one-to-one and group sessions delivered by careers advisers, it is clear that Careers Wales is over-stretched as a consequence of such failures by schools.

48. We are unable to provide a more detailed assessment of the delivery and effectiveness of the framework in schools, given that there does not appear to be any systematic monitoring by the Welsh Assembly Government, Estyn, Careers Wales or the educational institutions themselves. While the framework content meets the aspirations outlined in the European Union Ministers' Resolution on lifelong guidance (2008)[8] and, while Estyn school and college inspections sometimes comment on CWW delivery, we note that:

- outcomes are not explicit in the Estyn Common Inspection Framework's 'wellbeing measures' relating to acquisition of employability skills or young peoples' perceptions of their ability to manage future transitions
- neither of the Welsh Assembly Government's recent developments in benchmarking schools' and colleges' performance (the Schools Effectiveness Framework and the post-16 Quality Framework) include any performance measures relating to delivery of the framework.

[8] *Council Resolution on better integrating learning guidance into lifelong learning strategies* Council of the European Union Brussels (21 November 2008). www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/104236.pdf

49. These shortcomings need to be tackled by:

- CWW and PSE frameworks being accorded the same status in practice by the Welsh Assembly Government, the Association of Directors of Education in Wales (ADEW) and Estyn
- the Welsh Assembly Government providing greater clarity via guidance in relation to the respective roles and functional boundaries of careers leaders, teachers and personal tutors, careers and work experience coordinators, learning coaches and careers advisers in respect of CWW delivery
- the identification of examples of effective joint working and training which showcase good and interesting practice, including schools, colleges, employers and training providers, Careers Wales, Youth Service and other related support services – these should be disseminated as exemplars that could eventually be adopted across Wales
- the introduction of a more transparent accountability framework for the planning and delivery of CWW including employability and enterprise skills
- Estyn undertaking 'thematic' inspections of the implementation of the framework, embracing the contributions and interaction of all of the organisations involved in CWW delivery
- greater recognition (by Welsh schools and colleges and by Estyn) of the 'Careers Wales Mark' as the all-Wales benchmark of excellence in the delivery of careers education and work-focused experience, so that its attainment becomes an ambition of all institutions.

50. The Welsh Assembly Government should also assess the cost-effectiveness of introducing more transparent reporting systems by schools and colleges on the outcomes from the delivery of CWW. The report on fair access to the professions (2009)[9] highlights that:

> . . . as demand for unskilled labour falls still more dramatically in the years to come, those without skills will be left stranded economically and divorced from the mainstream socially . . . The risk is that without appropriate action employment segregation will widen rather than narrow in the years to come.

[9] *Unleashing Aspiration: The Final Report of the Panel on Fair Access to the Professions* (Cabinet Office, 2009) www.cabinetoffice.gov.uk/media/227102/fair-access.pdf

51. The Review Group is mindful of the burdens on schools and colleges to publish outcomes from their work; however, we are clear that more needs to be done to ensure improved access to high-quality CWW provision in order to address social equity issues and skills shortages in Wales. Such approaches might also help to provide evidence of learning outcomes and achievement in areas such as entry to science, technology, engineering and mathematics (STEM) subjects and factors impacting on NEETs, social mobility and gender stereotyping or local restrictions in careers choice.

Education Business Partnerships

52. Education Business Partnerships (EBPs) perform a key role in supporting the design and delivery of high-quality careers education, information, advice and guidance services. They act as a catalyst in bringing together educationalists and employers with a common goal to maximise individuals' talents, knowledge and skills. With this in mind, we examined ways in which EBPs could be further strengthened so that the impact of their work could be highly visible and achievements recognised at a local, regional and national level. The EBPs promote and facilitate better understanding of enterprise and the world of work both generally and in respect of particular sectors of employment – among learners and their teachers. The existing EBP agenda is very much an expanding one, particularly in relation to work-focused experience provision in the context of Learning Pathways 14–19. In addition to the existing generic work-focused agenda, there is an increasing emphasis for employers to deliver accredited learning as part of the new generation of vocational qualifications – notably the principal element of the Welsh Baccalaureate, the Youth Entrepreneurship Strategy and initiatives in respect of promoting science, technology, engineering and mathematics (STEM).

53. Evidence presented to the Review Group clearly highlighted the need for good communication and shared understanding of the differing partnerships. The linkages between schools, colleges, training providers and employers are complex given the historical background and competing demands for increased access to work-focused experiences on employers' premises. The latest figures show that during 2008–09:

- more than 178,000 students participated in education business activities facilitated by Careers Wales
- almost 40,000 students spent at least one week on a work experience placement

- Careers Wales conducted health and safety assessments at over 13,000 work experience placements
- more than 112,000 students participated in an employer-supported curriculum-linked activity
- over 13,500 students worked with an employer mentor who helped them with their individual goal setting.

54. No evidence has been presented of dissatisfaction on the part of schools and colleges with the facilitation role provided by Careers Wales in respect of work-focused experiences via the EBPs. Appendix 6 gives the 2008–9 figures for the range of education business activities supported by Careers Wales. However, there remains some lack of clarity about whether the Careers Wales companies have an overall coordinating role in relation to education business links at school/college level, or not. Professor A G Watts reported that:

> . . . some schools, colleges and 14–19 consortia go direct to employers, who as a result may have the problem of reconciling demands from different sources[10].

55. We noted that major gaps still exist in the parity of esteem given to vocational and academic routes by young people, parents, teachers, employers and training providers[11]. Findings from the OECD[12] indicate that across the UK and further afield:

> Academically trained teachers have often spent most of their lives in education. Their experience of the wider work environment can be limited and their formal or informal advice to students may be biased towards general education and university pathways. They may be reluctant to recommend vocational courses, particularly to bright students.

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[10] *Careers Wales: A Review in an International Perspective, A report by A.G. Watts*. Department for Children, Education, Lifelong Learning and Skills (DCELLS) Cardiff: Research Document No. 033/2009 (May 2009) para.4.11
www.wales.gov.uk/educationandskills (see 'Research' in the 'Research and Evaluation' section of the site)

[11] *A Wales that Works: First Annual Report*, Wales Employment and Skills Board, April 2009.
www.wales.gov.uk/docs/dcells/publications/090429aWalesthatworksen.pdf

[12] OECD (2010) *Challenges and Policy Options for More Effective Career Guidance* Paris: Organisation for Economic Co-operation and Development EDU/EDPC(2010)13 290310

56. The UK Skills Commission Report (2009)[13] also highlighted that parents, young people and employers all considered apprenticeships as a genuine alternative to academic upper secondary education, whereas few teachers shared this view.

57. Employers, in particular, emphasised to us the negative influence that some schools and families could have on young people's career aspirations in this regard. As a result, significant challenges remain in terms of how employers and educationalists can best communicate labour market trends and opportunities linked to vocational and academic routes.

58. The Review Group learned that further education colleges tend to make their own arrangements in respect of vocational students and these opportunities often result in job placements and eventual employment. Some well established links between employers and colleges have resulted in a range of innovative practices, for example, resource transfer, compact arrangements, bursaries, awards and apprenticeship opportunities. We are concerned that students pursuing more academic courses do not have access to worthwhile career and work-focused experiences (either in real time or through online simulated learning environments). It would be helpful if a more transparent system for accessing careers and education business links could be made available to students on non-vocational courses. This is particularly pertinent given the increased levels of student dropout from higher education[14].

59. Employers reported that there is a degree of dissatisfaction with the 'bureaucratic burdens' associated with work experience placements. While much of the emphasis on health and safety and safeguarding is currently managed by Careers Wales, the Welsh Assembly Government needs to be sensitive to the capacity of employers to respond to the plethora of demands for engagement with young learners and other students. As Webb highlighted:

> We must drive excellence within work-based learning just as much as in more traditional education and training settings: employers expect and deserve no less.[15]

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[13] UKCES (2009) *Progression Through Apprenticeships*, London: UK Commission for Employment and Skills (p.19).
www.actiononaccess.org/resources/files/resources__Apprenticeship_progression_report_09.pdf

[14] Stats Wales: www.statswales.wales.gov.uk/ReportFolders/reportFolders.aspx

[15] *Promise and Performance: The Report of the Independent Review of the Mission and Purpose of Further Education in Wales in the Context of the Learning Country: Vision into Action* A Webb, S Drury and G Griffiths (Welsh Assembly Government, 2007, page 15).
www.wales.gov.uk/topics/educationandskills/publications/wagreviews/webbreview/?lang=en

60. However, an over-dependence on voluntary employer engagement remains a high-risk strategy for the education sector. The recent economic downturn has prompted the Department of Work and Pensions (DWP) to provide wage subsidies to employers to provide unemployed adults with work experience placements. As yet it is not clear if this has caused a significant displacement effect on employers' capacity to deliver work-focused experiences for young people and other students; but we do know that schools in particular are finding it increasingly difficult to secure work experience opportunities for their learners.

61. The Review Group was particularly concerned about the reported wide variation in the quality and range of work experience placements. There were examples of exceptional activity and support which introduced young people to stimulating and inspiring work-related opportunities. There were also far less impressive instances where work experience was not clearly linked with the course of learning being followed and relevant outcomes associated with effective careers management and employability skills. There is a need for more consistency and clarity in the provision of 'valid' work experience, especially in terms of supporting disadvantaged young people.

62. A further difficulty involves building placement capacity so that more high-quality opportunities are provided by employers. We noted that the current system for organising placements, specifically in the schools sector, puts intense pressure on employers within a relatively narrow timeframe – approximately six weeks out of an available 52 weeks. Our observation is that work placements could be spaced more evenly over the calendar year in order to provide more space and time for all concerned. This accords with earlier findings from the Webb Review (2007)[16] which stated:

> The timing of these placements is not always ideal for employers; it is hard to do justice to the demands, needs and expectations of many of the 40,000 learners in a year group across Wales in these two weeks. We were informed that over 50% of learners rely on their parents to find them a placement. As a result, learners are either advantaged or disadvantaged according to the employment status of their parents.

[16] Op.cit. para. 3.4

63. A recent CBI/EDI education and skills survey report (2010)[17] indicates that work experience could be improved and the number of openings increased by making the duration of placements more flexible, i.e. employers want to be able to deliver opportunities outside the traditional two-week block.

64. At the moment, real-life experiences are viewed as the preferred option by both schools and employers. Yet we heard evidence from employers and schools staff of young people's part-time paid employment not being formally recognised as part of the CWW experience. Howieson et al (2006)[18] highlight that the principle of making more use of learners' part-time work in their schooling is generally viewed positively by learners, their parents/carers, teachers and by employers. However, there remains no clear agreement on what approach should be taken to recognise part-time work and schooling.

65. There is a collective requirement for the Welsh Assembly Government, schools, colleges, employers, Sector Skills Councils (SSCs) and EBPs to improve the overall quality of available work experience for young people, both in respect of vocation-specific and more general employment opportunities. It is clear that more innovative approaches are necessary, especially for schools, including online virtual experiences, combined with the accreditation of part-time work and participation in voluntary organisation activities and projects. This will have to be explored more fully, particularly if employer capacity to deliver becomes further limited as a result of the current and future economic situation.

66. We recognise that the SSCs are interested in promoting their own sectors and therefore cannot be expected to provide an impartial careers service to young people and adults. Indeed, we learned of one SSC offering its own careers service at a financial cost to the end user. We do not think this should be encouraged, given the requirements for partnership working and impartial careers service provision. Instead, we suggest that the SSCs should develop models of suitable work-focused experiences to support particular vocational learning pathways in their respective sectors from school through to pre-employment, with EBPs then being charged with facilitating these models locally.

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17 *Ready to Grow: business priorities for education and skills* Education and Skills Survey CBI/EDI (2010) London.
www.cbi.org.uk/pdf/20100501-cbi-education-and-skills-survey-2010.pdf

18 *The Nature and Implication of The Part-time Employment of Secondary School Pupils* C Howieson, J McKechnie, S Semple (Scottish Executive Research Report No. 47/2006).

67. It is clear that careers professionals and other practitioners must have access to high-quality labour market information and intelligence (LMI). We learned that they need and want different types of LMI for different purposes. As well as LMI for use with their clients, they need it for effective dialogue and credibility with employers and education business partnerships, in addition to their own professional development. Generally, LMI at a regional and national level is currently viewed as broadly inaccessible and unwieldy.

68. We noted a lack of consistency between and across the SSCs in Wales (as in other parts of the UK) in providing up-to-date LMI. A more integrated approach to LMI is essential for Wales' future economic prosperity. We believe that, in the absence of such high quality information, individuals are likely to follow stereotypical trends; make wrong assumptions about industry and available opportunities; and possibly become disengaged from the realities of employment and work-related experiences. Employers need motivated and committed employees in order to contribute to the local and national economy.

69. We are keen to encourage the key players in education, employment and training to develop a more universal approach to the promotion, collection and collation of LMI. This could be achieved through an all-Wales Careers Services Strategic Forum being tasked specifically to produce proposals for improving the supply and distribution of LMI – both in terms of the local picture and the wider all-Wales and UK perspective (see Themes 7 and 8).

70. We recommend that EBPs should be retained as part of the Careers Wales portfolio but relaunched with a separate national brand that promotes excellence in education business relationships. We heard from key informants that there is a need for the EBP network in Wales to be revitalised on the basis of a structure and system that is more relevant to the economic geography of Wales. This would involve re-branding the existing EBPs as a separate high-profile entity. By doing so, this would assist in attracting more employers into work-focused planning activities and help establish a clearer link to the development of career management and employability skills for the people of Wales. Each EBP would still be part of the unitary Careers Wales structure and be supported by Careers Wales staff. This is discussed further in the 'Revitalising the Education Business Partnerships brand' section (see page 72).

71. Each Partnership should be a visible and active local engagement forum embracing employer networks, workforce representatives, local authorities, learning institutions and Welsh Assembly Government officials. Indeed, each Partnership should be obliged to define its role and relationship with local business. The EBP role should be enhanced to include:

- encouraging employer participation and securing the provision of suitable work-focused experiences and placements for all learners at all stages
- facilitating teacher and lecturer 'shadowing' placements with local employers and reciprocal placements from local employers into schools and colleges
- ensuring the generation of local and regional LMI for careers service providers and their clients and for this to include the regional employer demand for Welsh language skills
- promoting STEM and other designated Welsh Assembly Government sector priorities
- working with SSCs to develop and implement resources and models for high-quality, sector-specific work-focused experiences and placements
- developing and recognising careers-related learning outcomes for paid part-time employment and volunteering by young people
- developing partnerships with universities through the Graduate Opportunities Wales (GO Wales) programme.

72. Such a development could be complemented by the Welsh Assembly Government in conjunction with Careers Wales, the EBP national forum, ADEW and ColegauCymru working together to produce best practice guidance on work experience delivery in schools and colleges.

73. We have also identified scope for the Wales Employment and Skills Board (WESB) to review the impact of EBP activities and to produce a map of 'critical success indicators' matched with 'employer priorities' that can feed into schools and colleges at a strategic level.

This would help to inform the better strategic planning of vocational options and work experience by schools and colleges which WESB has advocated in its May 2010 report on Employability Skills. Employer representatives, school and college staff also indicated to us that the Welsh Assembly Government could do more to encourage participation in education business activities through conditions of contract with public sector suppliers; and this approach could then be extended by the Welsh Assembly Government to contracts let by local authorities, NHS organisations and the wider public sector. We firmly endorse this approach.

Building capacity in careers services for young people

74. Here we briefly explore the potential for strengthening existing arrangements for young people through building upon the expert knowledge and support available from a wide range of organisations and roles operating within the family of careers service providers.

75. It was apparent from the evidence reviewed that inputs from schools staff and careers professionals working alongside young people (and their parents/carers) must be more closely aligned within a strong partnership model. From a consumer perspective, the system is not fully understood and more needs to be done to explain the distinctive contribution of careers education and work experience coordinators, 14 to 19 learning coaches and careers advisers and as a result a closer working relationship is required.

76. Differing, but complementary roles, featured in our discussions; these included careers adviser, CWW coordinator, work placement coordinator, community education worker, teacher, youth worker and learning coach. The latter role, in particular, attracted much interest within the evidence-gathering sessions, especially now that the Assembly Measure has confirmed an entitlement to coaching support for all young people[19].

77. We found no evidence to support the view that there was overlap between the learning coach and careers adviser functions. However, significant concern was expressed about the overall diversity of the learning coach role. We are of the view that the learning coach, as a relatively new resource for schools and colleges, offers considerable potential for further system development. We note that the learning coach role must become more transparent

[19] The Learning and Skills (Wales) Measure 2009 www.assemblywales.org/bus-home/bus-legislation/bus-leg-measures/business-legislation-measures-ls.htm

and aligned more closely to the work of teachers and careers advisers in schools and colleges. The reason for this is to ensure more accurate diagnosis of young people's needs takes place at an early stage.

78. At present, there are significant variations in the approach adopted by schools and colleges in respect of learning coaches. While we accept that the system has to be flexible and bespoke, in line with Learning Pathways 14–19, there is significant potential for role enhancement to help further mainstream the learning coach role. Case studies are presented in *The Learning Coaches of Wales* report[20].

79. We advocate a much closer working relationship between careers education and work experience coordinators, 14–19 learning coaches, and careers advisers. Such a close working relationship could and should become a crucial nexus in building realistic careers ambitions and employability skills for all young people. This will require strong leadership at a senior level within schools and colleges.

80. The key objective is to deliver personalised and bespoke careers education, information, advice, and guidance services for all young people at a time and place suited to their needs. Learning choices and career choices are inextricably linked. The learning coaches are well placed to motivate young people and to help them make sense of their work-based learning and preparation for careers interviews and/or group work sessions. Given their close involvement in developing the learner's Individual Learning Plan, learning coaches are ideally positioned to help vulnerable young people explore appropriate work placements and to develop employability and enterprise skills as well as personal development goals. It is also essential that work-focused experiences are linked to the emerging learning pathways and career aspirations of each young person. For some young people this will entail vocation-specific experiences from age 14 onwards; and for others it will entail a range of experiences that help to develop personal skills and illustrate options. This, of course, must take place within the nexus of a well-coordinated partnership model. The partnership model is recognised as the most effective approach for delivering careers education, information, advice and guidance to young people[21].

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[20] *The Learning Coaches of Wales*, Professor Danny Saunders and Welsh Assembly Government September 2008
www.learningpathways14-19update.org.uk/issue1/index.html#s3

[21] *Career Guidance and Public Policy: Bridging the Gap* Paris, OECD (2004)
www.oecd.org/LongAbstract/0,3425,en_2649_39263238_34050172_1_1_1_1,00.html

81. In our view, Careers Wales activities in respect of pre-16 support in secondary schools should predominantly focus on:

- building the capacity of CWW coordinators, teachers and learning coaches respectively to deliver high-quality modern careers education, information and advisory support services through shared training and continuing professional development opportunities. This should enable professionally trained careers advisers to focus on enhancing individuals' career management and employability skills, where necessary, and developing mechanisms for quality assurance in impartial careers provision
- developing a more explicit differentiated service delivery model customised and promoted on a pan-Wales basis. This should involve CWO as the major access point for universal careers service delivery, while ensuring localised careers support is made available, where appropriate. It will be essential to fully integrate and promote the three main channels of delivery, i.e. web-based, telephone helpline and face-to-face services. This should include raising the profile of web 2.0 and 3.0 resources and available ICT facilities
- providing one-to-one guidance interviews to all young people who have been identified by the careers leader in the school as in need of 'brief-assisted' or more 'in-depth' careers support. In particular, those proposing to leave full-time education at 16, or individuals who are assessed by learning coaches, careers or work experience coordinators as being in need of in-depth one-to-one guidance should be regarded as the priority groups. This may include those who are 'at risk' of becoming Not in Education, Employment or Training (NEET), young offenders, young mothers and those with additional learning needs, though not exclusively so, given high academic achievers could also have complex family, social and economic circumstances.

82. From evidence presented, we learned that there is a strong desire for more generic and specialist training for school and college careers leaders, teachers and pastoral support staff, careers and work experience coordinators and learning coaches. We also noted that in order to attract staff into these roles a closer examination is now required of continuing professional development systems for those directly and indirectly involved in the pan-Wales careers family. We return to the subject of training and professional development later in Theme 6.

Learning Pathways 14–19 Networks and Children and Young People's Partnerships

83. We discovered that both Learning Pathways 14–19 Partnerships and Children and Young Peoples Partnerships (CYPPs) were active across Wales and met regularly; but we found difficulty in assessing the extent to which these are strategically managed. Their common goal is to provide improved resources and access to services for all young people; but on the evidence that we heard there appears to be some overlap between their functions. This results in excessive participation requirements applying to some service providers (such as Careers Wales) and to duplicated input.

84. We are aware that all members of the Gwynedd and Anglesey Learning Pathways 14–19 Partnerships meet together, rather than attend meetings at a local authority level and this has greatly improved efficiency and effectiveness. The Chair of the Review has been part of the process of establishing this unique arrangement in North West Wales; and he has testified to the immediate benefits resulting for all organisations involved in these Partnerships – especially the reduction in the number of meetings for those organisations serving both Partnerships.

85. We therefore suggest that the Welsh Assembly Government should examine the scope for merging these partnership networks or distinguishing and prescribing their respective roles more clearly in order to complement one another and/or avoid duplication. At the same time, the Welsh Assembly Government might usefully review whether these partnerships need to match the number of local authority areas or whether there is scope for rationalisation, bearing in mind that bespoke Learning Pathways 14–19 will increasingly involve more young people in having to travel across local authority boundaries in order to learn and find suitable work.

86. We further suggest that Careers Wales should have a formal leadership role within Learning Pathway 14–19 Partnerships (or wider merged partnerships) in respect of the development of career management and wider employability skills and the development of local strategies to reduce the proportion of young people who are NEET.

87. The unified Careers Wales will also be well-placed to lead on the training and development of all personnel involved in Learning Pathways 14–19 delivery in so far as they support young people (and adults) in careers information gathering, work-focused experience participation and the development of career management and employability skills.

Theme 2: Developing a differentiated careers service delivery model

88. In this section, we focus specifically on exploring the challenges and opportunities that lie ahead for the proposed new unitary organisation in developing a more coherent and explicit differentiated careers service delivery model for young people and adults. We assess the balance of current delivery arrangements, taking into account the digital world and consumers' attitudes and behaviours in accessing public sector information, advice and guidance services.

Face-to-face services

89. A client-centred service must be one in which the delivery response is flexible and sensitive to individuals' needs and expectations. As discussed earlier, there is growing recognition throughout Wales to extend the reach and quality of careers services to both young people and adults. Research evidence shows[22] that:

> Undoubtedly technology has already influenced, and will continue to influence, both the manner in which careers services are accessed by clients and the ways they are utilised . . . Indeed, its increased use by key user groups of careers services – especially young people – is placing new demands both on careers practitioners and the organisations for which they work. One key challenge for the immediate future is to ensure that the careers sector is sufficiently equipped to respond to these demands.

90. The evidence gathered has highlighted a need for careful consideration in terms of rebalancing current levels of face-to-face, web-based and telephone helpline services. There is general consensus for a more fully integrated 'three main channels' delivery system. We have noted that there is a real danger that already disadvantaged individuals, with particular needs for localised and in-depth careers support services, could become further excluded – especially if service delivery becomes dependent on access to ICT. We were made fully aware of the need for improved national policies to address deficiencies in the digital infrastructure across Wales, particularly in rural areas.

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[22] *Careers Information, Advice and Guidance: the digital revolution and repositioning of labour market information – An Expert Paper for UKCES* by J Bimrose and S A Barnes (Institute for Employment Research, University of Warwick, 2010).

91. We do not consider that Careers Wales personnel should become involved in direct delivery of careers work in primary school, apart from supporting EBPs. Their involvement in delivery of careers work pre-14 should be kept to an absolute minimum due to other competing requirements.

92. We fully recognise that there is a strong argument for all young people to be seen at least once by a professional careers adviser (not least as a career decision-making quality-control measure). It is also important to ensure the right level of resource is made available to individuals in the right place and at the right time. Our recommended emphasis for change is to consider diversifying the timing of in-depth face-to-face support in accordance with individuals' needs, i.e. a move away from blanket interviewing.

93. We are not advocating a shift in responsibility from careers advisers to reliance on schools and colleges to provide their own careers information, advice and guidance. In fact, we are of the opposite view having taken account of international research evidence[23] on effective careers work in schools[24]. From this, it is also clear from experience in the Netherlands[25] and Sweden that impartiality can be severely compromised if institutions are given sole responsibility for the development of career aspirations, career management and employability skills by young people. Instead, a better coordinated partnership model is required and more flexible ways of working to include group work and use of information and communications technologies (ICT).

94. We heard how impartial advice can be countered in some schools that are intent on retaining their post-16 cohort, through a range of direct and more subtle influences on the individual. Careers Wales, and other provider organisations in the family of careers service providers, have a clear responsibility to report on unprofessional practices and to ensure that the individual is made fully aware of all the options available.

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[23] Sweden has been decentralising its schools system, with much more autonomy both for municipalities and for individual schools. This has resulted in considerable weakening of its career guidance provision.

[24] *Career Guidance and Public Policy: Bridging the Gap* (OECD, 2004, page 42).

[25] *Review of Career Guidance Policies: Netherlands Country Note* (OECD, 2002).

95. Given that access to an independent adviser is one of the assurances of impartiality, as enshrined in the Education Act 1997, this crucial element must be retained as a minimum entitlement for all young people. Thus, while we fully recognise that a differentiated service model will place a strong emphasis on the development of career management and employability skills, we feel that all young people should be made fully aware of their entitlement to at least one careers guidance interview from a Careers Wales professional adviser, with additional support provided to those most in need. For individuals in learning, work or unemployed it will be essential that they know how to make contact with a careers professional either online, by telephone or face-to-face.

96. We appreciate that career paths develop over time and individuals' career maturation will differ depending on circumstance and experience. The development of impact indicators for CWO usage and group work sessions, as distinct from one-to-one interviewing, would assist in reviewing the balance of interventions. The Careers Wales Guidance Standards tend to be well regarded, though it is timely to review these in the context of rebalancing activities to take account of more group work and online service delivery.

97. We have reached the conclusion that a new all-Wales customised differentiated service delivery model needs to be articulated clearly by Careers Wales, in conjunction with schools, colleges and higher education careers services, to support a move towards the intelligent allocation of increasingly scarce resources.

Online and telephone resources

98. The use of ICT systems to provide more integrated careers services has unfolded at a rapid pace throughout the UK. Digital facilities permeate all aspects of our everyday lives and many young people are growing up with digital literacy skills that many adults do not, as yet, fully possess. The increasing use of technology by key user groups of careers services in Wales – especially young people and graduates – is placing new demands on both careers practitioners and on organisations for which they work. It has profound implications for service design and delivery.

99. A key challenge for the immediate future is to ensure that the careers family in Wales is sufficiently equipped to respond to these new ways of working. In this regard, we have been impressed by the functionality of CWO and its potential for further development. The website offers real scope for individuals to self-help and to attain unmediated access to information and career management tools at their own convenience. Evidence shows this is increasingly appealing to young people, since they are used to and tend to prefer remote access to face-to-face contact. Careers Wales reports that the number of personal accounts on CWO totalled some 126,000 at 31 March 2006; the number had increased to 358,000 at 31 March 2010. CWO therefore does represent a potentially very significant element in the development of a fully integrated differentiated service model, so long as young people have sufficient computer access and ICT skills to use this resource.

100. We have heard that the use of CWO by pre-16 young people in schools has been restricted by limited access to computer facilities and by the geographical limitations of fast-speed broadband infrastructure in parts of Wales. Therefore, the digital divide is also a key factor for consideration in the design and delivery of careers services using internet-based facilities. While there is some evidence that those experiencing social exclusion are less likely to be digitally literate, this is by no means a general rule. Research evidence on socially excluded young people suggests that many of the benefits of internet access are available to this group through mobile technologies[26].

101. The usage of CWO has increased significantly; but we also think that more could be done by Careers Wales, in concert with schools, colleges and HEIs, to promote the CWO facilities to young people and adults. We note that the use of both online and telephone services will be very much influenced by spend on marketing; and yet expenditure on marketing by Careers Wales has been modest to date. At the very least, a gearing-up of promotion should require all schools, colleges and HEIs in Wales to create hyperlinks to CWO from their own websites.

[26] *Social Inclusion of Young Marginalised People through Online Mobile Communities* by I Marschalek and E Unterfrauner. In IDC 2009: The 8th International Conference on Interaction Design and Children.

102. Increasingly, the telephone helpline service will become more closely interrelated with the CWO portal as more and more young people become accustomed to accessing the internet from their mobile phones and then following-up their initial browsing with a telephone call. To date, promotion of the telephone helpline service has heavily relied on promotion of the 0800 100 900 freephone number by the UK Government, with callers from Wales being routed to a call centre in Cardiff. Where an in-depth requirement for guidance is needed, calls are routed to Careers Wales advisers in the locality of the caller. This arrangement will need to be reviewed taking account of potential changes currently being put in place for England[27], Northern Ireland[28] and Scotland[29].

103. It is essential that the helpline in Wales is retained with its dedicated number hot-linked to local careers advisers as the telephone service seems certain to play an increasingly important role in a differentiated service model involving a greater degree of self-management by clients. It is also essential that the marketing of the helpline in Wales is not reduced as a consequence of developments across the border as this will be counter-productive. There would appear to be substantial potential for joint marketing of CWO and the telephone helpline in Wales. Indeed, we note that the new adult careers service in England is committed to developing a customer-management system which will identify all client contacts whether by web, telephone or in person. We would urge that a similar approach is adopted in Wales as a cornerstone of a seamless bilingual service.

104. For Careers Wales staff and other key players in the careers family there is a need to further develop ICT skills to increase the capacity to deliver careers services online and over the telephone as the demand from young people (and, progressively, from adults) for remote access continues to grow. There will be a need to cascade innovative policies and practices as part of a continuing professional development agenda within and across the family of careers providers in Wales.

105. The Welsh Assembly Government, in partnership with Careers Wales, schools, colleges and the local authorities, must assess and address the extent to which a fully integrated three main channels delivery system can be achieved; and this is something that Estyn should monitor closely through their ongoing work.

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27 Note: The transfer of sponsorship from the Learning and Skills Council to the Skills Funding Agency.

28 Note: The planned purchase of services by Northern Ireland from the National Careers Advice Service in England.

29 Note: The formation of Skills Development Scotland.

106. We believe there is considerable scope for interaction between Careers Wales and the Higher Education Careers Advisory Services (HECAS) in the delivery of online IAG services for students and graduates, particularly in off-campus locations and via online advanced interactive ICT services. Where necessary and appropriate, Careers Wales can potentially provide face-to-face services locally in the absence of HECAS expertise; but good communication links will be necessary to build a more comprehensive picture of higher education students' career trajectories.

107. We were particularly impressed by the Open University's online careers support services to students and the extent to which it was already working with Careers Wales to achieve mutual online linkages and cohesion in the delivery of careers information, advice and guidance services for Open University students in Wales.

108. We therefore regard it as unfortunate, though perhaps understandable, that the boundaries of responsibility between Careers Wales and the HECAS of other universities appear to have militated against CWO having a higher profile with higher education students who are domiciled in Wales. The HECAS' representatives have informed us that HEI students are well served by their university bespoke ICT platforms which focus on the undergraduate learning experience and the distinctive graduate jobs market. We therefore suggest that Careers Wales and the HECAS in Wales, in consultation with student representatives, should develop a higher education component within CWO which articulates clearly the boundaries of responsibility between Careers Wales and the HECAS. As a minimum, this component could provide hyperlinks to the respective Welsh HECAS' websites, while offering Wales-domiciled students the opportunity to continue to use CWO.

Theme 3: Priority groups

109. In this section we discuss and make clear that key transition points throughout life are often defined by life experiences rather than chronological age. We have been mindful of trying to find the right balance between universal access and entitlement to careers services for all and targeted services for those most 'in need'.

110. During the evidence-gathering sessions, we identified various specific issues that require attention in respect of the social inclusion agenda for young people 'Not in Education, Employment and Training' (NEET), those with additional learning needs (ALN) or learning difficulties and disabilities (LDD) and young offenders. There is a great deal of crossover between these groups and policy objectives for each recognise the need to provide personalised support services. However, we have highlighted the main issues for these client groups separately in respect of the careers services currently available to them.

The NEET group

111. The proportion of young people Not in Education, Employment or Training has hovered at around 10 per cent since the mid-1990s (Nuffield Review/Rathbone 2008)[30], despite significant investment in targeted support and other policy measures. Indeed, the figures since the mid-1980s indicate that the overall buoyancy of the economy in terms of general employment rates could be the most significant factor associated with those who are NEET. At present, Careers Wales provides the following services in respect of such young people.

- Pre-16: Education Gateway and other Careers Wales additional support services provide preventative, integrative and recovery support aimed at developing motivation in relation to young people's learning and work goals. This support can be ongoing; and, where additional funding has been available for enhanced support, the outcomes for young people can be excellent. Education Gateway services are part of the partnership arrangements with schools.
- Post-16: Careers Wales supports young people on the 'unemployed register' by providing a referral service that ensures the learning coach function is made available to those young people who are not registered with any learning

[30] *Rathbone/Nuffield Review Engaging Youth Enquiry: Final consultation report*. (The Nuffield 14–19 Review, 2008) www.nuffield14-19review.org.uk/files/documents196-1.pdf

provider. For those who are not in work but are not ready for further education or work-based training, Youth Gateway provides additional and enhanced guidance, assessment and personal support. Careers Wales' advisers work with the young people to tackle barriers to engagement, arranging support in respect of the development of basic and key skills, personal motivation and a more positive attitude towards work, as well as providing bespoke careers IAG support. Referrals to specialist agencies take place to address identified specific needs such as emotional and mental well-being, substance misuse, homelessness and abuse.

112. Approximately 30 per cent of the Careers Wales budget is currently focused on supporting 16 to 18-year-olds who are NEET. The current economic climate and the huge pressure on public spending strengthen the arguments to build on the skills, experience and knowledge that already exist within the learning coach function and Careers Wales in respect of these young people.

113. The reorganisation of Careers Wales into a unitary structure offers the ideal opportunity to develop the careers companies' current management information systems in order to put in place a national tracking and data management system in respect of NEETs. We learned from policy leads that this data is absent from the current system. Such an approach could build upon the annual destination survey which provides a snapshot of the percentage of young people who are NEET on leaving full-time education; this could be developed into a 'real-time' resource if other agencies were required to report change of status (for example, 'dropping-out' of further education or WBL placements, or entering employment) to Careers Wales as the managing agent.

114. While the majority of unemployed 16 and 17-year-olds use Careers Wales' referral services, there is a significant number who do not register with Careers Wales or any other public agencies. We understand that the Welsh Assembly Government is at present undertaking research to discover the characteristics and motivations of this group in order to identify 'best practice' policy responses – and as noted by the WESB, the role of youth workers is fundamental for the provision of support.

115. Currently the main vehicle for this response is the 'Keeping In Touch' (KIT) strategies operated by each local authority in Wales under the aegis of the CYPPs. We have been told that there are differing approaches to KIT strategies across Wales, but that most of the Careers Wales companies have experience in outreach work and in identifying the type of opportunities and range of support that are most helpful in re-engaging young people. We are therefore hopeful that a unified structure will be in a position to use the emerging evidence base and develop a coherent and consistent service for these young people in conjunction with other major players such as learning providers, the Youth Service, voluntary organisations and Jobcentre Plus. Following on from our Learning Pathways comments in the 'Learning Pathways 14–19 Networks and Children and Young People's Partnerships' section (see page 35), such partnership working around NEET support requires leadership. We urge that this is based on the underlying rationale of employability, and this places the new Careers Wales unified entity as the agency best placed to take charge.

Young people with additional learning needs

116. All of the Careers Wales companies employ careers advisers who specialise in supporting young people with additional learning needs to help them achieve a smooth transition into post-16 education, training or employment. The culmination of this support is participation – along with other relevant professionals – in transition review meetings that are arranged by the schools for young people with Statements of Educational Need or who are identified as having equivalent needs. Careers Wales' advisers produce a Learning and Skills Plan setting out the educational needs of the young person and the provision that is required to meet them.

117. The effectiveness of the process is highly dependent on close inter-agency collaboration and the input of a range of professional assessments and information that then support the recommendations in the Learning and Skills Plan. In complex cases where the Learning and Skills Plan identifies a requirement for specialist further education college provision, Careers Wales currently leads on submitting applications for funding to the Welsh Assembly Government. Around 100 of these applications are completed each year, within a total of just over 5,000 transition reviews attended in 2008–09.

118. We received evidence from Careers Wales and Welsh Assembly Government policy officials about the effectiveness of the current arrangements. Estyn inspection reports are very positive about the day-to-day support that Careers Wales provides to young people and their families. But, in our discussions, concerns were expressed about the quality of existing training provision for this specialism and the fact that different models of service delivery are in operation across the six Careers Wales companies. There were also concerns raised about the effectiveness of school transition planning arrangements and, in particular, some difficulties in securing timely and consistent decisions on post-16 specialist college funding from the educational and social services departments of local authorities and health boards.

119. We heard from Welsh Assembly Government officials about the potential impact on demand for Careers Wales services arising from the Additional Learning Needs Legislative Competency Order[31]. This widens the definition of additional learning needs and is likely to lead to statutory change that will significantly extend the work Careers Wales currently undertakes with this client group. Although this reform is not likely to be fully implemented until at least 2013, the potential for increased pressures on Careers Wales Services – at a time of tight resources – needs to be recognised within the Welsh Assembly Government.

120. The establishment of a unitary structure will provide an opportunity for Careers Wales to review existing training and professional development provision for this service. While there may be sound historical reasons for the differing delivery models – particularly in relation to rurality and the availability of special schools – we would also expect Careers Wales to look to develop a more consistent approach to service delivery in this area.

Young offenders

121. We heard evidence from Welsh Assembly Government policy officials about the important role that careers guidance can play in strategies for tackling youth offending. Inspection reports by Estyn have reported good partnership arrangements between Careers Wales companies and Youth Offending Teams. We note that Careers Wales has allocated a dedicated careers adviser to work in Parc Prison, Bridgend, which houses young offenders from Wales and England.

[31] The National Assembly for Wales (Legislative Competence) (Education and Training) Order 2008: www.opsi.gov.uk/si/si2008/uksi_20081036_en_1

122. There were concerns expressed about the lack of careers guidance support for a small number of young offenders who serve their sentences at young offender institutions in England. As of February 2010, there were 114 young people in custody from Wales aged between 10 and 17. Of these, 51 were spread within 13 institutions in England as follows: 24 in young offender institutions, 22 in secure training centres and 5 in secure children's homes. Of the 63 young offenders in Wales, 50 were in Parc young offenders' institution and 13 in Hillside secure children's home.

123. Although the careers adviser resource at Parc prison is available to young offenders from England as well as Wales, we were given to understand that the Connexions Service in England does not provide a reciprocal arrangement for young offenders from Wales. This has led to some calls for Careers Wales companies to send careers advisers to institutions in England on a regular basis. We were unable to establish the impact of careers guidance interventions with young offenders due to a lack of evaluation strategies and barriers to tracking created by the requirement to preserve offender anonymity once individuals have left the Secure Estate.

124. Another concern is the continuing lack of progress in the development of ICT support services within the secure estate – and in particular, access to CWO, for mediated use with young offenders. The lack of progress in implementing an ICT strategy is a further barrier to effectively supporting offender learning and researching opportunities for future learning and employment. It also prevents the potential for a marked improvement in the flow of information about young offenders from the Secure Estate to support agencies located in the home area.

125. We therefore recommend that Welsh Assembly Government explores the issue of ICT support for young offenders with the Youth Justice Board (which oversees the Youth Justice system in England and Wales) with a view to reaching agreement on the development and implementation of a mediated support service for young offenders to enable them to record their learning progress and research further learning and employment options. This ICT should also be available to facilitate transfer of information on young offenders between the Secure Estate and partner agencies in the home area.

126. In the absence of evidence of the impact of careers guidance on re-offending rates with this group, we are unable to make a decision on the benefits of Careers Wales staff travelling on a regular basis to institutions in England that house young offenders from Wales. We understand that the Youth Justice Board in Wales is currently working with the Welsh Assembly Government and Careers Wales to develop an action plan that seeks to make full use of resources available to all agencies with an interest in young offenders. The stated aim is to provide a more coordinated programme of support for Welsh young offenders based in both Wales and England. This is timely and welcome news; and we would ask that this action plan takes account of the issues that have been raised by this review.

Theme 4: Careers services for adults

127. In the following section, we examine the current arrangements for careers services working with adults within further education and HEIs, WBL provision, communities and in the workplace. We consider the implications of the current careers service delivery system and make recommendations for a more accessible, coherent and visible family of careers service providers to inform and support a wide range of adults from differing backgrounds and in differing settings.

Work-based learning and further education

128. Students in further education colleges can take advantage of the student services and support facilities of their respective institutions. These services are extensive and deal with travel arrangements, financial matters (grants, bursaries and allowances), advice on a personal level, internal information and course progression options, identifying additional support in basic skills (for example, assessing students for the support facilities required) and many other specialist services. They have, in recent years, been supplemented by the presence of the learning coach and the professional careers adviser. Colleges have greatly valued their relationship with the Careers Wales companies and all of the institutions have integrated this IAG role into their total service offer to students. Some colleges have also developed their own careers staff in addition to direct placements from Careers Wales as an integral part of the overall student support arrangements.

129. Unlike other sectors, further education colleges deal with a vast range of different students and trainees at different levels. Young people 16 to 19 on vocational and academic courses constitute the majority of the full-time students and colleges also carry out most of the work-based learning contracts for the Welsh Assembly Government. Some of these trainees attend colleges on day release provision or on block-release arrangements; and staff have an important role regarding the assessment of progress in the workplace in partnership with employers. Some of the non-FE WBL providers also have contractual relationship with colleges to deliver part of the provision and enable their trainees to have access to specialist facilities. Since this latter cohort are not considered to be trainees of the college, the contract between a WBL provider and the college might not always cover the additional support services that further education can provide to the individual.

130. Further education colleges also have contractual arrangements to deliver vocational provision to their local 14 to 16 cohort. They have a major involvement with employers to provide specialist courses for their staff. They deliver a range of higher education provision directly funded or with franchise arrangements with universities; and they are also attracting a growing number of students from outside the European Union. Some colleges have developed specialist provision for those with basic skills, physical disabilities and other needs. Many colleges are now located on several sites and have developed outreach centres to respond to the needs of adult learners. These sites, and others in the community and the workplace, are critical to meet the needs of adult learners; and the further education sector has endeavoured to ensure that the wider support in terms of careers and other services can be made available to all these students. However, as the major providers of community learning, the colleges and their partners need to make sure that the service offer in terms of careers IAG is articulated to all community providers. While we are not aware of major shortcomings in this area regarding colleges, Estyn has a key role in assessing whether all students in further education – regardless of background or funding stream – have equal access to resources and services.

131. In contrast to further education, we noted considerable variation in the partnership arrangements between private training providers and careers services for IAG provision to WBL trainees and to apprentices over the age of 19. We believe that a greater role for further education on this respect could have an impact on the overall quality and availability of careers advice and guidance made available to work-based learners; and the unified Careers Wales will have a responsibility to ensure consistency and equality of access to these services for both WBL trainees who are recruited by private training providers and non-FE funded students in community settings.

132. For those students in further education colleges who are following higher education courses a range of potential issues emerge. As regards those who are directly funded through HEFCW or through non-public sources, we are confident that the respective further education colleges will provide the necessary careers IAG services, as required, as part of the whole package of student support services that are available. However, for higher education students on courses in further education that are franchised from the universities the picture could be quite different. Where such franchise

arrangements apply between institutions that are in reasonably close geographical proximity, we are confident that access to support services is not an issue. But, for those higher education students that are some distance from the home institution, we are less assured that they are not disadvantaged as a result of lack of access either to the HECAS of the franchising higher education institution or to the support services of their host further education college. There needs to be clarity about this in the contractual arrangement between the respective institutions involved.

133. With the growing number of students taking foundation degrees and other higher education courses in further education institutions, significant numbers of students dropping out of courses in both higher education and further education institutions, and with more mergers proposed in both sectors, any lack of clarity about relevant careers service providers and service boundaries is unsatisfactory. This could, at best, result in the development of a multi-tier service for students in further educations colleges; and, at worst, result in confusion for such students as to where to go for assistance. Neither the Welsh Assembly Government, nor HEFCW, have issued any guidance on this; and yet the evidence we have heard suggests that such guidance is needed and would be welcomed by all of the careers service providers involved.

The interface between Careers Wales and the Higher Education Careers Advisory Services (HECAS)

134. All HEIs have their own careers advisory services; and, while these vary considerably in scale and in function, they usually provide careers guidance as well as other services (though the extent of access to careers interviews is very limited in some institutions)[32]. It is widely acknowledged that HECAS across the UK predominantly operate a needs-based differentiated delivery system.

135. We had therefore hoped to learn significantly from the higher education careers services' experience. However, consideration of this interface has been somewhat hampered by a general lack of available basic information about resourcing, activity levels and assessment of impact of their services. We found difficulty in obtaining an accurate overview of the extent to which HECAS are

[32] The nature of these services was analysed in detail in *A Survey of Careers Service Provision in Welsh Institutions in Higher Education*, prepared by ASW Consulting and Minds at Work for the Higher Education Funding Council for Wales and for ELWa in 2002. The report has not, however, been placed in the public domain.

externally inspected, beyond their voluntary commitment to matrix assessment. While they have a very strong network, the HECAS presented their services and products as part of the student support entitlement offer in their home institution.

136. Given each institution has to compete for students, the main determinant of their careers service offer is a focus on the particular needs of their own students, rather than the role they play within the wider system of careers service provision. As a consequence, it has not been possible to draw direct comparisons with the services delivered by the Careers Wales companies. Indeed, the HECAS reported that they are providing a different kind of service to a 'distinctly different clientele'. They described their work as being focused exclusively on students taking first degree or postgraduate courses and graduates during the initial period of job-seeking after leaving university as far as their first employment destination. We were informed by the HECAS' representatives that 58 per cent of the students studying in Welsh HEIs are from Wales, 26 per cent are from other parts of the UK and 16 per cent are from overseas[33].

137. The HECAS did not perceive the provision of separate careers services to university students as a disjuncture from the all-age and all-abilities careers services provided by Careers Wales. They regarded university years as 'a distinct episode' outside the process of progression from education to employment experienced by non-graduates. In essence, they perceived graduates to be on a separate track into employment and the professions which is by no means geographically restricted to Wales.

138. While HECAS endeavour to monitor first destination data via their own bespoke follow-up surveys, they are not required or specifically funded to monitor second and third destinations; and so their impact measurement is correspondingly limited. It was reported that data protection considerations and limited resources appear to inhibit longer-term monitoring of graduate career progression via other potential sources of tracking information such as Careers Wales and Jobcentre Plus databases. The fact that graduates are much more mobile and therefore more widely dispersed than many others in the labour market dissuades most HECAS from attempting longitudinal profiling beyond first destination, even though substantial numbers of graduates re-enter the labour market subsequently and many of these in Wales re-engage with the Careers Wales in these circumstances.

[33] Stats Wales – www.statswales.wales.gov.uk/ReportFolders/reportFolders.aspx

139. While we appreciate the strength of the HECAS' argument regarding students temporarily resident in Wales from elsewhere in the UK and overseas, we do not consider this fragmentation of the all-age approach to careers service provision in Wales to be in the best interests of Wales-domiciled students attending Welsh higher education institutions or others who, following graduation, are aiming to live and work here. As student dropout figures continue to rise and graduate unemployment and under-employment continue to increase in tight labour markets, it is essential that HECAS, Careers Wales and Jobcentre Plus work more closely in partnership to deliver more integrated support to those students entering and leaving higher education who experience difficulty in determining their career paths or in subsequently securing appropriate employment in Wales.

140. At present, there is a variety of service level agreements and memoranda of understanding in place between the individual higher education institutions and the individual Careers Wales companies. We see substantial potential for moving towards more standardised joint working arrangements across Wales, as a consequence of the prospective unification of the Careers Wales organisation, particularly with regards to the:

- preparation of individuals for university
- support of higher education students in further education colleges, higher education course dropouts and students with additional learning needs
- sharing of LMI data and administration in respect of employer engagement, work experience and job-placement opportunities
- development of appropriate interactive careers IAG services for students and graduates including the bespoke Graduate Opportunities (GO Wales) programme
- tracking of the careers progression of Wales-domiciled graduates beyond first destination
- joint training and professional development of careers professionals and other members of the family of careers service across Wales.

141. Indeed, we see the prospective reorganisation of Careers Wales into a unitary organisation as presenting a golden opportunity for a step change in such joint working. This will first entail the production of some clear policy guidance from the Welsh Assembly Government, in conjunction with HEFCW, on what is to be achieved in these respective areas and over what timescale. This will require a formal Memorandum of Understanding (MoU) to be drawn up between Higher Education Wales (on behalf of the constituent higher education careers services) and the unified Careers Wales organisation regarding future joint working; and the determination of a jointly-owned action plan, in accordance with the provisions of the Memorandum of Understanding, for fulfilling the policy objectives. The existing MoU and Joint Action plan between the Open University Careers Services and Careers Wales is an exemplar of good practice in this regard.

Minimum entitlement and priority groups within HECAS

142. There is no minimum careers service entitlement prescribed by the Welsh Assembly Government or the Higher Education Funding Council for Wales (HEFCW); and, although there is a shared protocol between HECAS regarding service provision, the range of service provision on offer at different HEIs is effectively at the discretion of the respective institutions. The amount of support provided depends very much upon the needs and demands of individual students accessing services, rather than on any priority groups identified linked to core funding.

143. Furthermore, in the absence of external inspection, quality management appears to be demonstrable only via voluntary self-assessment against the matrix standard and within the QAA for higher education institutional reviews of HEIs. Higher education careers advisory services indicated that they would welcome some central guidance on minimum student entitlement; and we would see that as an essential first step towards achieving increased consistency of provision between HEIs. However, we would also like to see such guidance designating priority groups to be actively engaged by the HECAS and specifying requirements for reporting on impact at an institutional and local level.

Quality management and inspection of HECAS

144. In its review of HEIs in Wales the QAA[34] found that careers education and employability themes were being strongly pursued by the HECAS. However, while progress had been made in the implementation of personal development planning in most institutions, variations were found in its use. We note the Tri-partite Memorandum of Understanding between the QAA, HEFCW and Estyn (which was signed in January 2010)[35] aims to ensure that the three organisations share expertise to develop and support improvement in the management of the quality of higher education in Wales.

145. We also note with interest that the revised QAA Code of Practice[36] states that:

> Students pursue a wide range of subjects in higher education at different points in their life and take up an increasingly diverse range of post-study destinations. Consequently, the CEIAG needs of students are diverse and require staff with high-level skills in career advice and guidance, and an increasingly sophisticated knowledge and understanding of the graduate labour market. Linked to this, students in higher education are exposed to highly complex messages about their career development and benefit from CEIAG to help them analyse, evaluate and articulate their responses. In addition, CEIAG takes place within the formal and informal curriculum, and this demands high-level pedagogical skills and knowledge, including the ability to link this to career information resources and liaison activity with employers and other opportunity providers.

146. To reinforce this and to underpin the development of consistent quality standards across all of HEIs in Wales, we strongly recommend the introduction of joint external inspection of individual HECAS in Wales by the QAA and Estyn, subject to the necessary statutory powers being in place to discharge this function. This should extend

[34] Quality Assurance Agency for Higher Education – www.qaa.ac.uk/wales/default.asp

[35] www.qaa.ac.uk/aboutus/memoranda/HEFCW_ESTYN.pdf

[36] *Code of practice for the assurance of academic quality and standards in higher education* (Section 8, Career education, information, advice and guidance) www.qaa.ac.uk/academicinfrastructure/codeOfPractice/default.asp

to the interface with Careers Wales, the EBPs, further education colleges and other related service providers within the ambit of the Welsh Assembly Government's sponsorship.

Careers dialogue in the workplace and community learning settings

147. The Independent Inquiry into the Future for Lifelong Learning (IFLL)[37], sponsored by the National Institute of Adult Continuing Education (NIACE) in 2009, gathered evidence from a wide range of experts, and learners, and identified a broad consensus for the future for lifelong learning in the UK. The findings set out a clear vision on the role and added-value contribution of older learners to the UK economy; and they promoted the need for rebalancing support across a far broader age range as compared with the current dominant focus on young people.

148. We noted that there was limited strategy, uniformity or coherence apparent in respect of the provision of careers support to adult learners. This is to some extent less urgent for those part-time students studying on short courses in colleges or universities, although even here we note a need for enhanced careers information, advice and guidance regarding subsequent learning. We also noted that a substantial number of part-time learners – as evidenced by the Open University – are outside employment, often with other significant responsibilities such as caring for others. Careers advice and guidance is a crucial life-changing service for these adult students; and, at present, there is a danger that they may be slipping through the net of careers service support.

149. The picture is more blurred for the provision of careers support to those adults who participate on short courses elsewhere – often in community and outreach centres. These services are currently being inspected by Estyn through the Adult and Community Learning (ACL) consortia. We note that the variability of support is linked with the plethora of ACL initiatives and projects which are funded from a variety of sources (such as the European Social Fund, FEI franchises with local authorities, and HEFCW grants to universities for widening access).

[37] www.lifelonglearninginquiry.org.uk

150. Careers support within ACL settings and other venues for part-time learning provision should be more clearly defined. There is an urgent need to define minimum standards for 'employability signposting and support' within the ACL arena and to provide more consistency of service provision. Recent research[38] has demonstrated that engagement in ACL is often the first step towards re-entry into employment by adults who have been dependent on welfare and income support.

151. We heard from both the Wales TUC and employer representatives that adult learning in the workplace had been very successfully championed by Union Learning Representatives (ULRs), particularly within the public sector where they are more widely established. NIACE also saw ULRs and Community Learning Representatives (CLRs) as having important proselytising, signposting and support roles to play. We share these views and urge the Welsh Assembly Government to support the recruitment of more of these representatives, particularly greater numbers of ULRs in the private sector where they can have a crucial catalytic influence in encouraging other employees to update and enhance their skills.

152. We think that there is considerable scope for both ULRs and CLRs to extend their signposting and support roles into the field of careers planning. They could also assist employers in the development of appropriate work experience tasters for both young people and adult learners seeking employment. This would entail an appropriate accredited training programme being put in place on a dispersed or remote access basis in order to attract take-up. Such a programme might usefully include familiarisation with online and telephone access to Careers Wales, as many young adult learners have become accustomed to using ICT media and prefer them to face-to-face contacts; and as many older adults with work and family responsibilities find it difficult to travel to face-to-face meetings with careers advisers.

153. It is in the interests of the Welsh Assembly Government, employers, Careers Wales Jobcentre Plus, and, of course, the learning providers to develop these valuable field forces as both ULRs and CLRs are well-placed to make initial contacts and to counter stereotypical and social mobility constraints which influence on learning and career ambitions.

[38] Centre for Research on the Wider Benefits of Learning: A sample of research reports www.learningbenefits.net/Publications/ResRepIntros/ResRep11intro.htm

Theme 5: The Welfare Reform Agenda

154. In this section, we briefly examine the potential impact of the UK Government's Welfare Reform Agenda and implications for careers service design and delivery. We also reflect upon the career management and employability skills agenda likely to impact on adults both within and outside the workplace, specifically in response to increased redundancies and skills shortages across Wales. The Review Group set out to achieve greater clarity in understanding the Department for Work and Pensions (DWP) plans for an Integrated Employment Service, with particular attention given to the potential role of careers service providers.

Skills health checks

155. The Welfare Reform Act (2009) paved the way for major reform of the benefits system, skills assessments, job seeking strategies and work-related activities. Given the economy now faces new and demanding challenges, the growing imperative is to improve individuals' state of readiness to respond positively to fluid and unpredictable job markets. Leitch (2006)[39] and the *Skills That Work for Wales* report (2008)[40] identified careers information, advice and guidance as a crucial element in improving the UK's skills base. Three years on it has become clear that there still remains a necessity to bring together more holistic support services for adults, especially those unemployed and in need of additional support. Closer alignment between careers service providers and Jobcentre Plus is now a reality in Wales with examples of cooperation, communication and collaboration apparent at a local level.

156. Employer representatives provided evidence to us indicating that the proposed formation of improved careers service for adults – with greater alignment to Jobcentre Plus – is a welcome development in Wales. We considered progress made in relation to the implementation of a new 'Skills Health Check' and we understand the range of potential clients for whom the new 'Skills Health Check' may be relevant include those:

- in work seeking to 'get on'

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39 Leitch Review of Skills: Prosperity for All in the Global Economy – World Class Skills (December 2006).
www.official-documents.gov.uk/document/other/0118404792/0118404792.pdf

40 *Skills That Work for Wales: A Skills and Employment Strategy* (Welsh Assembly Government, January 2008).
www.wales.gov.uk/educationandskills (see the 'Skills That Work for Wales' section in the 'Policies and Strategies' area of the site)

- needing to up-skill in order to remain in work
- unemployed but seeking work or economically inactive.

Developing the 'Careers Ladders' concept

157. We learned that the relationship between Jobcentre Plus services and careers services throughout the UK is gradually unfolding. At present, Jobcentre Plus and careers services for adults remain quite separate though closer working links are being established throughout the UK. In Wales, an Integrated Employment and Skills model outlined in *Skills That Work for Wales*[41] was proposed and this is now underpinned by a 'careers ladders' concept.

Careers Ladders Wales

- Step 1: Contact/Engagement with unemployed and economically inactive people.
- Step 2: Stepping On: employment coaching service.
- Step 3: Stepping Up: integrated offer in support of skills and employment in Wales (employment programmes, skills development programmes, local approaches).
- Step 4: Stepping Out: access to job vacancies.
- Step 5: Moving Forward: in-work support.

158. We heard evidence that, while local arrangements between Jobcentre Plus and Careers Wales were often effective, there remains a strategic challenge to influence policy decisions at the DWP at a national level. A related issue concerns the regulations supporting the Welfare Reform Agenda, and the influence or discretion that Wales will have in their development and implementation. We therefore believe that the Welsh Assembly Government needs to further develop its capacity to influence policymaking within the DWP at a senior official level, to ensure that the unique circumstances, needs and arrangements in Wales are fully taken into account. The establishment of the Joint Employment Delivery Board for Wales offers a potentially positive way forward.

41 *Skills That Work for Wales: A Skills and Employment Strategy and Action Plan* (Welsh Assembly Government, January 2008).
www.wales.gov.uk/educationandskills (see the 'Skills That Work for Wales' section in the 'Policies and Strategies' area of the site)

159. Progress towards realising the Integrated Employment and Skills (IES) service in Wales has been complicated by the demands on the welfare system as a result of the economic downturn. We noted that referrals to Careers Wales to support the unemployed and those under notice of redundancy have increased significantly – from an average of 2,800 interviews per month between April and September 2008 to an average of almost 4,800 interviews per month between October 2008 and December 2009. We acknowledge that Careers Wales has received additional time-limited funding from the Welsh Assembly Government to help manage the increase in demand; but we heard no evidence to suggest that the potential future additional demand on IAG services from public employment service referrals had yet been quantified; nor that checks had been made on Careers Wales' capacity to manage further additional demand. We believe that policymakers and delivery organisations in Wales require a clearer articulation of anticipated additional demand from the UK Government.

160. Irrespective of the availability of such estimates, there is growing recognition in Wales that all-age all-ability careers services can perform a major role in helping to motivate and up-skill the workforce, as well as providing new services for those unemployed and economically inactive. Undoubtedly, the impact of the new UK Government's Welfare Reform agenda is likely to place new and increasing demands on careers service provision for adults. This further strengthens the case in Wales for a more fully integrated 'three main channels' delivery system that complements Jobcentre Plus provision.

161. The Welsh Assembly Government, DWP, Careers Wales and Jobcentre Pus Wales are currently engaged in a number of small-scale trials to test methods of closer working. These trials are scheduled to last until March 2011. In view of this, we recommend that the Welsh Assembly Government leads a feasibility study – in conjunction with Careers Wales and Jobcentre Plus – for differentiating services to adults, utilising face-to-face, telephone, e-mail and web-based services (including ICT developments such as social networking sites). Aligned with this, we suggest that the Welsh Assembly Government should review the existing adult priority groups and their service entitlement, taking account of developments within the Welfare to Work agenda and recent social, economic and labour market trends.

162. In addition to increased levels of demand for service, closer prospective alignment with public employment services poses new challenges for Jobcentre Plus staff, learning coaches and careers advisers working with adults. Professionally trained careers advisers and learning coaches tend to describe themselves as being 'client-centred' and their respective roles fit uneasily with certain aspects of the jobs and benefits system where some actions are 'mandated' as a condition of receiving benefit payments. We heard no strong evidence to support or challenge the view that aligning careers services more closely with welfare benefits entitlements may have an adverse effect on client perception of IAG services; but those we talked to recognised that the prime 'selling point' for Careers Wales services is the impartiality, independence, and professional quality of the services offered.

163. At this stage, the Welsh Assembly Government and DWP policymakers have yet to determine requirements for careers service involvement in the IES beyond existing ad hoc localised arrangements. This needs to be addressed as a strategic priority so that the proposed unitary careers service for Wales can identify and allocate suitable resources, as well as determining the extent to which existing staff expertise can be readily applied, as and when necessary. Should careers IAG become an integral part of referrals linked to benefit payment entitlement, meeting this demand will necessitate a cultural shift and major induction and continuous professional development programmes for staff working in both organisations

164. For the IES services to be truly 'integrated', systems to track customers through training and into employment will need to be developed to evidence the value and impact of a range of interventions and support services. The decision to deliver Careers Wales services through a unitary structure provides a clear opportunity to develop a common Customer Relationship Management (CRM) system for Careers Wales to include online, telephone and web support for all clients in Wales. This is something for which CWO and the well-developed Open University online customer management system may already provide a good foundation; but it is another area where some up-front investment by the Welsh Assembly Government will be needed in order to deliver a more efficient and effective administrative and tracking system for the future.

Theme 6: Training and professional development

165. In this section, we build upon our earlier observations that the sector is surprisingly broad with interests in careers education and work-focused experience ranging from primary school to post graduate level, and with careers information, advice and guidance, skills assessment and job placement covering all-ages. We consider possibilities for improving qualifications, establishing a centre for excellence in careers research, policy and practice, driving up professional standards and developing a new workforce development strategy.

Qualifications for careers services' practitioners

166. We learned that Lifelong Learning UK has published a new qualifications credit framework, competencies and career progression framework, each designed to strengthen the capacity and quality of delivery for those entering or working within the family of careers service providers. There is significant scope for employers and HEIs to focus on how best these new frameworks can be applied in Wales, specifically linked to widening access, promoting diversity in the workforce and capacity building.

167. At present it is our impression that there is no coherent progression pathway or continuity plan for the professional development of the careers family. There is currently only one Qualification in Career Guidance course in Wales; and there appears to be an issue with this programme not meeting the needs of the North Wales careers companies, both because of geographical distance and non-availability of teaching in the Welsh language. The sheer breadth and depth of careers activities demands professional development and training provision by a variety of further and higher education providers, as well as private training organisations. We learned that Careers Wales companies have started to explore with local HEIs the possibility of developing joint training programmes, though this is now dependent on the outcomes from the proposed new unitary organisation.

Developing a centre of excellence

168. We suggest the HEIs and Careers Wales should extend their dialogue to explore the feasibility of creating a 'centre for excellence' in careers research, policy and practice. There are two models in England[42] and one in Finland[43] which could be helpful in this regard. The creation of a 'centre for excellence in Wales' would be instrumental in raising the profile of careers services and helping ensure coherence and consistency of service delivery and standards. This could also help create a strong evidence-base for careers services applied research and practice that could be showcased on an international stage.

Consolidating professional standards

169. The breadth and depth of activity demands professional development and training by further and higher education providers. At present, it is our impression that there is little coherent progression or continuity for the professional development of the careers family.

170. We were reminded that those working in the family of careers service providers have separate professional codes of ethical standards; for example, higher education careers services and the Association of Careers Education and Guidance for Teachers (ACEG) have differing professional codes. We consider there are merits in aligning existing systems so that a universal code of ethical standards for careers services can be introduced throughout Wales. Lessons for this could be learned from a similar experience in Australia[44]; and, if successfully implemented, could be a major achievement for Wales in its pursuit of becoming internationally recognised for excellence in its work.

171. We have explored ways in which the individual users' interests can be best protected and poor-quality careers interventions eliminated. The introduction of a common code of ethical standards will go some way towards this. However, we suggest a more serious dialogue needs to take place between members of the family of careers service providers to consider introducing either an approved

[42] The International Centre for Guidance Studies (iCeGS), University of Derby and Canterbury Christ Church University, Salomons Campus, Kent.

[43] The Finnish Institute for Educational Research, University of Jyväskylä, Finland.

[44] *Professional Standards for Australian Career Development Practitioners – Briefing 8: Implementation of Professional Standards* (Career Industry Council of Australia Paper, August 2007).

licence to practise arrangement, similar to that which operates in the Institute for Learning (IfL) in England[45], or a register which records the qualifications and continuing professional development profile of careers practitioners. It is worth noting that an approved licence to practise arrangement would necessitate new legislation to specify minimum professional requirements. These two options should be seen as priorities for future consideration by a Careers Services Strategic Forum.

172. We recommend that Careers Wales and its partners review the existing Guidance Standards and consider the extent to which further training and development is required across Wales, particularly in relation to the use of online and telephone services for information, advice and guidance delivery.

Establishing a careers services' workforce development strategy

173. As noted earlier (see the 'Building capacity in careers services for young people' section, page 32) capacity building in the family of careers service providers is a key ingredient to achieving a strong and confident workforce. We believe there would be significant benefit in establishing a workforce development strategy that is aspirational, realistic and deliverable in driving up the capacity and capability within and across organisations to deliver high-quality careers provision. There appears to be a market opportunity for higher and further education institutions as well as private sector providers to work in partnership with Careers Wales to develop and strengthen careers services across Wales. We also recognise that this may require some strengthened formal guidance to institutions and agencies regarding workforce development and some pump-priming investment in programme development from the Welsh Assembly Government and HEFCW. This could form part of a wider workforce development strategy to be developed by the proposed Careers Service Strategic Forum, following an initial more in-depth workforce mapping exercise of the family of careers service providers.

[45] Note: The Institute for Learning (IfL) 'licence to practise' requires 30 hours of continuing professional development per annum.

Theme 7: Labour Market Information and Intelligence (LMI)

174. In this section, we examine the interplay between labour market information and the accumulation of intelligence that needs to be accessible to help individuals make well-informed decisions about suitable career pathways. The fragmentation of accessible and accurate LMI is discussed with suggested strategies for building a more coherent approach across Wales.

175. There are many sources of Labour Market Information, although the robustness and accuracy of these data leave much to be desired. The Review recognises a need to convert usable labour market information into labour market intelligence. This point is also emphasised by the WESB, particularly for LMI at a regional and local level[46].

176. Accurate, comprehensive, up-to-date, accessible and relevant LMI must form the basis of properly informed career pathway decisions for clients and those responsible for advising individuals and/or formulating policies on LMI trends. While the longer-term national picture may be more relevant for some occupations, the more immediate outlook at a regional and local level may be of more interest to people who are less mobile. It is therefore important to attempt to provide an informed view of both future trends and existing conditions by reference to the scale of the market relevant to different occupations. In the wake of the recent economic downturn, the need for such LMI cannot be overstated. It must be sensitive to changing circumstances and skills requirements in the post-recession economy.

177. Successful LMI also depends on organisations communicating readily and easily with one another in order to make best use of the information they gather and analyse. The Review received evidence pointing to the need for improved data sharing, including the possibility of modifying the existing Data Protection Act – something being considered currently by the DWP. There is a pressing need for more information about the destinations of individuals as they move from one education or training provider to another, as well as into eventual employment or unemployment. An emerging agenda is that of tracking beyond the first destinations of clients through the development of

[46] *Moving Forward: Foundations for Growth Volume 1: Economic Renewal and the Skills Agenda* (Welsh Assembly Government, 2010). www.wales.gov.uk/topics/educationandskills/foremployers/employmentskillsboard/paperspublications/movingforward/?lang=en

simple and universal information systems which allow for the improved continuity of careers support and guidance. The incoming Unique Learner Number system within the new Qualifications and Credit Framework offers much potential in this respect.

178. We note that the Welsh Assembly Government's *Skills That Work for Wales* strategy (2008)[47] made some very explicit statements about its commitment to developing LMI.

Skills That Work for Wales

9.15 The Assembly Government will continue to play the lead role in co-ordinating and disseminating labour market intelligence (LMI) in Wales, working closely with Sector Skills Councils, Jobcentre Plus and Spatial Plan Area Groups We have created the Learning and Skills Observatory (www.learningobservatory.com/) as a single gateway to research and analysis of education, learning, skills and labour market information in Wales.

9.16 The Observatory will be a platform for sharing knowledge and disseminating LMI across Wales, and a forum for policy analysis, discussion and debate informing the work of the Assembly Government and the Wales Employment and Skills Board. Spatial Plan Area Groups will direct information and evidence on skills needs, sector potential or information gaps at a regional level to the Learning and Skills Observatory.

9.17 The Observatory is managed by the Department for Children, Education, Lifelong Learning and Skills within the Welsh Assembly Government but is accountable to a strategic group drawn from key education, economic and training organisations across Wales.

[47] *Skills That Work for Wales strategy* (Welsh Assembly Government, 2008) www.wales.gov.uk/docs/dcells/publications/081217stwfwstrategyandactionen.pdf

These intentions emerged from the *One Wales* ambitions for creating a better evidence-base around the development of the skills agenda. We therefore emphasise the need to recognise more clearly LMI as a resource to assist people in Wales with their developing career ideas and plans. But, at this point in time, we note with disappointment that these policy statements do not seem to have been followed by significant action.

179. In view of this commitment, the decision not to update Future Skills Wales surveys appears regrettable in a time of economic change and uncertainty. To that end, we recommend that comprehensive, up-to-date LMI across the range of occupations is gathered regularly at national and regional levels. Such data should thereafter be translated into accessible formats for all-age and all-ability audiences in order to allow individuals to make well-informed decisions. These points have been emphasised by WESB; and the Review Group welcomes further consideration of their crucial recommendations.

- Ensure that UKCES national skills audits adequately cover Wales and its regions and that results are made available as early as possible to Wales' employers, providers, guidance services, and other stakeholders.
- Ensure that there is the accurate and up-to-date intelligence and information gathered on employment and skills demands for all sectors and sub-regions in Wales.
- Secures positive outcomes for Wales from the performance management, and any future reform, of SSCs.

(WESB second annual report, Volume 1, page 34)

180. We would therefore urge that the Welsh Assembly Government's commitment to developing LMI is strengthened by:

- encouraging partnerships to develop in-depth, regional occupation-level LMI for use by careers services
- expanding the Skills Observatory's Steering Group to include the representatives of the proposed Careers Services Strategic Forum.

181. The establishment of a unitary Careers Wales will also provide an opportunity for a concerted effort by the Education and Business Partnerships to bring this data together. This should then be translated into accessible formats at regional levels hosted on Careers Wales Online and HECAS websites. Over time this could be further supplemented by the integration of destinations data analyses undertaken by Careers Wales, the further education student support services and the HECAS to help clarify the links between qualification choice and occupational outcome. The recent CBI Education and Skills Survey 2010 reiterated this requirement.

Theme 8: Careers Services Strategic Forum

182. In this section, we consider the possibility of establishing a Careers Service Strategic Forum to facilitate greater coherence and cohesion within and across the family of careers service.

183. There does appear to be a widely-held desire to establish a Careers Services Forum to help provide strategic focus for the family of the careers service providers in Wales. Its goal would be to foster cross-sector collaboration and coordination in respect of both policy and service delivery. Such a collaborative arrangement would require all participating members to have a sense of co-ownership and involvement from the outset. It follows from this that coordination should be provided by a strong but independent, Chair who should have some familiarity with the careers sector in Wales. The appointment of a Chair should be undertaken by the Welsh Assembly Government in accordance with the normal procedures for public appointments.

184. We view such a Careers Service Strategic Forum acting as a:

- platform for multilateral discussion between the various service provider organisations and other stakeholder interests involved, countering the tendency towards silo-thinking that arises from restricted bilateral dialogue
- sounding board for informal consultation on policy developments and new initiatives
- catalyst for increased cooperation between lead government agencies and other stakeholder organisations in respect of professional standards, continuing professional development and quality-assurance delivery issues.

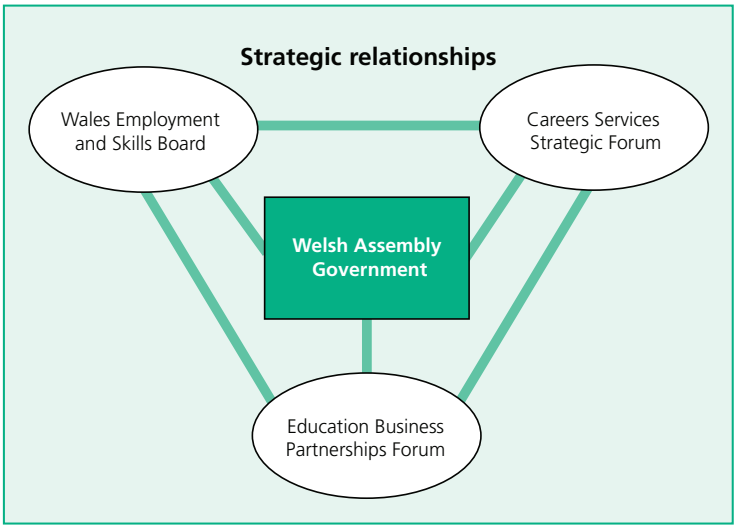
185. Its prime focus should be in:

- identifying citizens' needs, i.e. mapping existing services and gaps in provision; informing consumer and operational research; and developing proposals for service responses
- improving service quality, i.e. developing quality standards and a common code of professional ethics; embedding a career progression framework for practitioners; and advising on qualifications and training requirements for those entering, or working within, the family of careers service providers in Wales.

186. The European Centre for the Development of Vocational Training (CEDEFOP)[48], has identified some useful issues in respect of the establishment and development of national lifelong guidance forums. This could assist the Welsh Assembly Government in determining the remit, membership, and draft constitution of the Welsh Careers Service Forum. Once established, the Forum could usefully form links to the new UK Careers Sector Strategic Forum and to the European Lifelong Guidance Policy Network.

187. We would also suggest that the Forum should have a formal link with the WESB, having an independent status rather than a subsidiary role. The Careers Services Forum should also have a similar formal link with the existing all-Wales EBP Forum which would continue to bring together the interests represented on the regional EBP network (as represented in Figure 2). However, this will require some drive and financial assistance from the Welsh Assembly Government, local government, the DWP and the Lifelong Learning UK (LLUK) sector skills council, for the concept to become a reality.

Figure 2



[48] *Improving lifelong guidance policies and systems: Using common European reference tools:* Luxembourg: Office for Official Publications of the European Communities (CEDEFOP, 2005). www.cedefop.europa.eu/etv/Upload/Information_resources/.../4045_en.pdf

Theme 9: The Careers Wales organisational structure and brand

188. In this section we discuss how the prospective unification of Careers Wales presents a great opportunity to fulfil the potential of making the whole system of careers services in Wales a benchmark of quality, coherence and value for money to which other countries refer and aspire. Careers Wales is a major player within the system and its fragmentation has held it back from exercising the leadership that the sector requires in order to realise this ambition.

Restructuring Careers Wales

189. The evidence we have received from a wide range of stakeholders and other commentators confirms that the Careers Wales companies have been playing a very active and constructive role in local service delivery partnerships which is highly valued by their local partners. Many have expressed concern that this capacity for local responsiveness needs to be protected when Careers Wales is reorganised into a unitary organisation. Simultaneously, it is apparent that Careers Wales companies, by virtue of their local orientation and autonomy, have not been able to offer a national perspective with strategic leadership and influence. This has restricted its capability to act as an effective advocate for enhanced and innovative careers service provision and to develop an appropriate research, benchmarking and service-planning capacity at an all-Wales level.

190. Indeed, although well-placed to act as local leaders in respect of 14 to 19 partnerships and action regarding NEETs, this potential has not been realised because of an inability to act effectively as their own advocates in dealings with various all-Wales players and some parts of the Welsh Assembly Government. Unification should ensure that these shortcomings are addressed by creating an organisation that is able to operate at a strategic level both nationally and locally in concert with other all-Wales players. Consolidation of hitherto fragmented service planning resources should result in the creation of a much more effective operational research, development and planning capability that is able to set parameters for local variation within the framework of national strategic aims and objectives and performance targets, i.e. the ability to think nationally and act locally.

191. There is, however, a risk that current capacity for local responsiveness and potential capacity for local leadership in relevant fields – such as in response to the NEETs agenda or in respect of local consortia bids for European funding – could be lost if some element of regional structure is not retained. We think this is a real risk and therefore strongly recommend that care is taken to avoid Careers Wales becoming an over-centralised organisation when its internal structure is determined. Modern communications networks enable the staff of consolidated units to remain physically dispersed; and we regard the preservation of a regional infrastructure within Careers Wales as essential if the organisation is to build on its reputation as an effective local player.

The Careers Wales brand

192. There was a substantial consensus among the stakeholder community that 'Careers Wales' is a strong brand name that is widely recognised. This degree of brand recognition represents a highly valuable asset and symbol of continuity during a period of rapid change; and it should become even more marketable once the unitary organisation is established.

193. We therefore recommend that all organisations offering careers signposting functions in Wales should carry a logo which declares them to be part of a wider family of careers service providers. This would indicate to citizens that careers services in Wales operate within a fully integrated system of careers service provision, with a common code of ethics and consistent quality standards underpinned by well-trained staff. Such a development would give added significance to the Careers Wales brand and overall profile nationally and internationally. However, it would first require the establishment of a system-wide Careers Services Strategic Forum for Wales to be put in place before extension of the brand would be meaningful. This arrangement needs to be also underpinned by memoranda of understanding between all careers service provider family members in order to ensure clarity, coherence and assurance of high-quality provision for the individual consumer.

Revitalising the Education Business Partnerships brand

194. We believe that it is important for EBPs to be configured on a regional basis in order to provide close connections between local employers and local educational institutions. Leadership would continue to be provided by the existing all-Wales EBP Forum. We believe that a revitalised regionally-based EBP network – operating in concert with a unified, but regionally-sensitive Careers Wales organisation – offers the best prospect of achieving the combination of local responsiveness and consistent service offer that most of the commentators that we have met have stressed as being desirable.

195. We would also like to see greater involvement of public sector employers in EBPs with a view to substantially greater numbers of public service work experience opportunities being made available. Also, as noted earlier, our key informants indicated that the Welsh Assembly Government should embed this requirement as part of contractual conditions, with companies which act as their suppliers. The public sector is a much more significant employer in Wales than in many other parts of the UK and, as many of the people that we have spoken to have stressed, this needs to be fully reflected in the range, quality and volume of work experience opportunities that are made available to young people and adults.

196. As discussed earlier (in the 'Education Business Partnerships' section, page 25), we also see potential benefit in separating the EBP brand from the Careers Wales brand, as recommended by the Employer Engagement Task Force[49]. This would involve retaining the management of EBPs within the unified Careers Wales organisation. As such, it would remove much of the current confusion regarding the status and locus of EBPs and give a new image and platform for marketing EBPs' activities. It is widely recognised that they perform a very significant role in introducing young people to the world of work and in offering work-focused experiences.

[49] The report of the 14–19 Employer Engagement Task Force was an internal report and was not formally published.

Theme 10: The interface with the Welsh Assembly Government

197. In this section we explore the current arrangements and some of the difficulties arising from the present limited locus of the Careers Policy Branch within the Welsh Assembly Government[50]. We also briefly explore the relationships between and across departments which have some form of responsibility for careers service provision. The existing structures could be developed to improve the added value and impact of key policy objectives.

The Careers Policy Branch

198. Unification of the Careers Wales organisation may relieve some of the current loading on the Careers Policy Branch as it will remove the duplication inherent in sponsoring six separate companies. However, it will not, of itself, address the issues of ambit, leadership and communication that have affected the branch's effectiveness as a policy lead (as distinct from its role as sponsor for the services delivered by Careers Wales). Indeed, it is our impression that the Branch sits uneasily in a Division otherwise exclusively concerned with post-16 learning delivery (i.e. 'supply side' provision), when the services which it sponsors are currently predominantly focused on pre-16 school children and when much of its policy interest is in respect of the demand side of the labour market.

199. In addition, it has no locus in respect of careers or enterprise education in schools or for higher education careers advisory services or further education student support services; and it is quite clear from the evidence that we have received that many other parts of the Welsh Assembly Government have developed policies which impact upon the Careers Wales organisation without, in all cases, having involved the Careers Policy Branch in the process. It is also evident from our discussions with representatives of Careers Wales, the higher education careers services and other stakeholders, as well as with the staff of the Careers Policy Branch, that these arrangements are widely perceived as less than satisfactory. We are convinced that, if greater coherence in the wider system of careers services is to be brought about, there needs to be greater coherence in this field within the Welsh Assembly Government as a prerequisite.

[50] Note: These are briefly outlined in paragraphs 60 and 61 of the background paper in Appendix 1 (see page 118).

200. There are no easy structural solutions and we do not see it as within our remit to prescribe structural changes within the Welsh Assembly Government. However, we do think that a reconfigured Careers Policy Branch, wherever it sits within DCELLS, should be given lead responsibility for the coordination of all policy relating to careers education, work-focused experience and careers IAG for all age groups, including students in higher education; and that it should have a much closer direct relationship with the DCELLS Business and Skills Division, the Department for the Economy and Transport (DE&T) Enterprise Division and with DWP/Jobcentre Plus in respect of the development of labour market intelligence, job placement and the delivery of the 'youth guarantee', NEETs, the skills and enterprise agendas and welfare-to-work programmes.

201. The important role played by careers services in bringing together the demand and supply sides of the labour market must be more widely recognised; and the Welsh Assembly Government must take the lead in promoting this recognition among educational institutions, the business community, the voluntary sector, public sector bodies and agencies, and society more generally. The prospective unification of Careers Wales will not be sufficient to bring about a shared appreciation of the sort of integrated careers and employment system that Wales requires. The drive towards such a system will necessarily have to come from, and be sustained by, a bespoke 'Careers Services Policy Branch' within the Welsh Assembly Government, with an enhanced locus and revised designation to reflect its central role and wider interests.

Increasing contact with service providers

202. This extended locus should be designed to ensure that all initiatives impacting on Careers Wales and other careers-related provision within the wider system and all communications with those service providers would be made either through or with the knowledge and support of the reconfigured Careers Policy Branch. Clearly, the identification of a single senior management team within a unified Careers Wales organisation should make this task easier than hitherto, since it will reduce the numbers of channels of communication.

203. We would expect there to be both formal and informal contact between the reconfigured Careers Policy Branch and representatives of Careers Wales and, where appropriate, other relevant

careers-related service providers on a day-to-day basis. We would also anticipate that the Minister (supported by senior DCELLS and Careers Policy Branch officials) would want to hold less frequent, but equally regular, meetings with the Chair, Chief Executive and other senior representatives of the unified organisation in order to discuss policy objectives and delivery. Such a comprehensive regime of contact would represent a step-change improvement on practice in recent years.

204. Careers Policy Branch contacts with representatives of service providers other than Careers Wales would, of course, reciprocally need to be sensitive to and compliant with normal channels of communication between other lead Divisions within the Welsh Assembly Government and those service providers. An annual high-level Ministerial or official meeting with representatives of the Welsh higher education careers services would also seem to be desirable in the interests of greater consistency and coherence in service delivery and development. The aim must be to ensure coordination, consistency and clarity of messages across the Department, thereby avoiding the risks of compartmentalisation and contradiction which can arise from the inadvertent development of 'silo' relationships.

Supporting the Careers Services Strategic Forum

205. When a Welsh Careers Service Strategic Forum is established, as we are recommending, its sponsor and point of contact with the Welsh Assembly Government should be the Careers Policy Branch who should regularly field an official to attend Forum meetings and relay matters arising to relevant Welsh Assembly Government colleagues. The Branch will probably also need to assist in developing a constitution for the Forum, in providing some initial pump-priming staff resources to establish a secretariat (at least until a programme of activity is in place), and in ensuring access to any Welsh Assembly Government budgets available for such common purposes as research, systems development and staff capacity building, subject to normal business case requirements. The creation of such a Forum should generally assist the Branch in its task of bringing about greater coherence between policymakers and between careers-related service providers by acting as a 'sounding board' for new policy initiatives and as a common channel of communication to and from constituent organisations.

A more prominent role internationally

206. Indeed, the establishment of such a Forum could also potentially link into parallel developments in England, Northern Ireland and Scotland and support a greater future level of involvement by Welsh Assembly Government officials and service practitioners in the European Lifelong Guidance Policy Network (ELGPN).

207. The ELGPN offers a potentially very valuable means of ensuring that careers services in Wales remain able to benchmark their progress against other leading European countries and to identify and import innovative practices, while acting also as a 'shop window' for service developments in Wales. This process of 'valorisation' of good practice has been strongly promoted by the European Union in recent years as an essential means of progressing the Lisbon agenda; and it is a prime objective of the European Association of Regional and Local Authorities for Lifelong Learning (EARLALL) of which the Welsh Assembly Government is a founder member.

208. The Welsh Assembly Government might consider bringing its participation in the ELGPN into line with its strong commitment to and participation in EARLALL. The scope for contact and common purpose between the two networks – for example, in respect of guidance policy and systems, learning pathways, the development of careers management and employability skills, countering gender stereotyping, service provision for NEETs and other priority groups, encouraging entrepreneurship, redundancy counselling, and organising reciprocal work experience opportunities in other countries for vocational students – would seem to be something in which the Welsh Assembly Government could usefully play a central role. The ELGPN also provides a platform for European involvement in the wider world community of leading careers service providers via the OECD.

Recommendations

209. In this section we set out the recommendations arising from our consideration of the 'areas for improvement' identified in the preceding sections of this report. These recommendations together represent the essential elements of the strategy for careers services in Wales which we believe should be implemented within the next three to five years for the 'leading edge' potential of current arrangements to be fully realised. Some of these recommendations can be implemented in parallel with the unification of the Careers Wales organisation; others will more naturally follow on from this process with the unified careers Wales organisation providing a good deal of the leadership and drive necessary to make these changes happen.

Careers and the world of work: a framework for 11 to 19-year-olds in Wales

1. **The Welsh Assembly Government to clarify the respective roles and functional boundaries of teachers and personal tutors, careers and work experience coordinators, learning coaches and careers advisers in respect of CWW delivery.**
2. **The Welsh Assembly Government should put in place a more transparent accountability framework for the planning, delivery and reporting of CWW learning outcomes, including employability and enterprise skills.**
3. **The implementation of CWW framework should be inspected on a thematic basis by Estyn.**
4. **Schools, colleges and training providers in Wales should work towards attaining the Careers Wales Mark as the recognised benchmark of excellence in delivering careers education and work-focused experiences.**

Education Business Partnerships (EBPs) and Sector Skills Councils (SSCs)

5. **EBPs should be retained as part of the Careers Wales portfolio but re-launched with a separate national brand that promotes excellence in education business links activities.**

6. **Within a new unitary Careers Wales, EBPs should be reorganised at a regional level to accord more closely with recognised economic subdivisions of Wales; and their work should be coordinated at an all-Wales level by the existing EBP Forum.**

7. **Each regional EBP should comprise the widest possible representation from businesses, schools, colleges, training providers and universities as well as Welsh Assembly Government field officers.**

8. **The EBP network should have a clear remit to secure links with employers in industry, commerce and the public sector to ensure universal access to appropriate, high-quality, work-focused experiences and work placement opportunities.**

9. **EBPs should give particular attention to the Welsh Assembly Government's designated sector priorities, its enterprise and self-employment agenda and the development of STEM-related skills.**

10. **The Welsh Assembly Government, and other public sector procurement agents, should use their purchasing power with suppliers via conditions of contract to encourage participation in education business link activities.**

11. **SSCs should develop models of suitable work-focused experiences to support particular vocational learning pathways in their respective sectors from school through to pre-employment, with EBPs then being charged with facilitating these models locally.**

12. **EBPs should work with SSCs to feed in local labour market information (LMI) that can be used to complement regional and national employment trends and for this to be made accessible to careers service providers and their clients, as appropriate.**

13. **Wales Employment and Skills Board (WESB) should assess the impact of education business partnerships activities and produce a map of 'critical success indicators' matched with 'employer priorities' that can feed into schools, colleges and training providers at a strategic level.**

14. **EBPs Forum to provide a strategy to feed into local EBPs in order to ensure careers education, information, advice and guidance is informed by regional employer demand for Welsh language skills.**

15. **WESB should be invited to review the current effectiveness of work placement opportunities, with particular reference to widening participation, in order to ensure quality and comprehensive provision.**

Building capacity in careers services

16. **The learning coach function must be transparent and aligned closely to the work of teachers and careers advisers in schools and colleges to ensure more accurate diagnosis of young people's needs takes place at an early stage.**

17. **Careers Wales should have a clear remit to perform a leading role in building the capacity of CWW coordinators, teachers, careers advisers and learning coaches to deliver high-quality modern careers education, information and advisory support services through shared training and continuing professional development opportunities.**

18. **A new careers services workforce development strategy should be put in place with new modular accredited and non-accredited courses developed and made available to those involved in careers education, information, advice and guidance and work-focused experience delivery across Wales. This should be a priority for the Careers Service Strategic Forum.**

19. **Higher education and Careers Wales should create a 'centre for excellence' in Wales for careers research, policy and practice.**

20. **Lifelong Learning UK and HEIs should bring together leaders from the careers family, including careers professional associations, to develop a plan for strengthening the capacity and diversity of the workforce in Wales.**

14–19 Learning Pathways Partnerships and Children and Young People's Partnerships

21. **Children and Young People's Partnerships and Learning Pathways 14–19 networks should be merged into single local partnerships. Their numbers and functions should then be reviewed by the Welsh Assembly Government, with a view to further rationalisation in order to provide a more cohesive strategic service.**

22. **Careers Wales should have a leadership role regarding the national agenda for 14 to 19 employability skills and this should include overseeing the training and professional development of learning coaches and careers advisers throughout Wales.**

A fully integrated differentiated service delivery model

23. **Careers Wales should move towards rebalancing careers information, advice and guidance activities through a fully integrated three main channel delivery system, i.e. web, telephone and face-to-face services.**

24. **There should be greater flexibility in the timing of in-depth one-to-one careers guidance interviews in accordance with individuals' needs, including group sessions and online support.**

25. **Careers Wales personnel should not become involved in direct delivery of careers work in primary school, apart from supporting EBP activities.**

26. **Careers Wales support to other service providers should be based on capacity building, greater use of ICT and targeted delivery at key transition points.**

27. **The careers telephone helpline in Wales should be retained with its dedicated number hot-linked into local careers centres and careers advisers with local expertise and knowledge.**

28. **The Welsh Assembly Government and Careers Wales must continue to develop and prioritise investment in CWO in order to promote its universal usage – via guidance standards, tackling the digital divide, staff training and marketing – within schools, colleges, community and employment settings.**

29. **Careers Wales should monitor and report any potential digital exclusion and provide alternative support where appropriate.**

30. **Schools, colleges and higher education institutions should create hyperlinks to CWO in order to promote access to careers services.**

31. **Careers Wales and other key players in the careers family must further develop their ICT skills to increase the capacity to deliver careers services online and over the telephone.**

32. **Upon unification, Careers Wales should seek to develop a common Customer Relationship Management (CRM) system – to include web, telephone and face-to-face support for all clients in Wales. This might then be extended within the wider family of careers service providers.**

Priority groups

33. **Careers Wales should be given a leadership role in devising and coordinating local partnership strategies to reduce the number of young people who are NEET.**

34. **Following the reorganisation of Careers Wales into a unitary structure a national tracking and data management system should be put in place in respect of NEETs.**

35. **Careers Wales should review the existing delivery models, training and professional development in respect of careers support services provided to people with learning difficulties and disabilities with a view to promoting greater consistency across Wales.**

36. **The Welsh Assembly Government should explore the issue of ICT support for young offenders with the Youth Justice Board as part of a more coordinated suite of support for Welsh young offenders based in both Wales and England.**

37. **The key strands emerging from widening access and participation strategies should be used by the new unitary organisation to inform and influence a new careers management and employability skills agenda for Wales.**

Careers services for adults

38. **The Welsh Assembly Government, in conjunction with HEFCW, should clarify its expectations regarding higher education careers services in Wales. This should cover minimum service entitlement, eligibility (with particular reference to higher education students in further education colleges, course dropouts and graduates beyond first destination), and priority groups.**

39. **Subject to the necessary powers being available, the Welsh Assembly Government should invite Estyn and the QAA to undertake joint inspections of individual higher education careers services in Wales. This should extend to the interface with Careers Wales, the EBPs, further education colleges and other related service providers within the ambit of the Welsh Assembly Government's sponsorship.**

40. **All universities should, with particular reference to GO Wales, become actively involved in the revitalised EBP network with a view to assisting in the design and delivery of appropriate work-focused experiences for learners as they progress along their learning pathways towards employment.**

41. **Insofar as the development of differentiated service provision permits, there should be a progressive adjustment of the deployment of professional careers adviser support towards adults in the workforce and in the labour market to assist in furthering the skills agenda.**

42. **The Welsh Assembly Government should continue to support the Wales Union Learning Fund in order to provide initial careers support in the workplace. This model of employer and employee engagement in learning should be promoted more widely – especially in the private sector.**

43. **Careers support within adult community learning settings and other venues for part-time learning provision should be more clearly defined.**

Welfare Reform agenda

44. **The Welsh Assembly Government needs to further develop its capacity to influence policymaking within the DWP at a senior official level, to ensure that the circumstances, needs and arrangements in Wales are fully taken into account.**

45. **The Welsh Assembly Government should lead a feasibility study – in conjunction with Careers Wales and Jobcentre Plus – to explore the potential for differentiating services to adults, utilising web-based, telephone and face-to-face services.**

46. **The Welsh Assembly Government and DWP should come to an early decision on the use of a common Skills Health Check facility or the development of separate arrangements for Wales.**

47. **DWP should involve the Welsh Assembly Government and Careers Wales in the modelling of additional careers IAG services for benefit claimants, taking account of all other current and prospective adult service resource requirements.**

Careers Services Strategic Forum for Wales

48. **A strategic Careers Services Forum should be established to help provide strategic focus for the family of the careers service providers in Wales, in particular to foster cross-sector collaboration and coordination in respect of both policy and service delivery. Once established, the Forum could usefully form links to the new UK-wide Careers Sector Strategic Forum.**

49. **The Forum should have a formal link with the WESB and with the all-Wales EBP Forum.**

50. **The Welsh Assembly Government should establish a clear lead within DCELLS for the coordination of all policy and sponsorship relating to the whole system of careers services in Wales, for support of the Forum and for active participation in the ELGPN.**

51. **A universal code of ethical standards for careers services should be introduced throughout Wales.**

52. **A licence to practise arrangement or an approved register which records the qualifications and continuing professional development profile of careers practitioners in Wales should be introduced so that citizens can be assured of quality services.**

Careers Wales Organisation and Brand

53. **The unified Careers Wales should retain a regional infrastructure capable of relating to local stakeholders in order to build upon current strengths and best practice.**

54. **The Careers Wales brand needs to be promoted and adopted by the new entity and used by all within the family of careers service providers.**

55. **A common memorandum of understanding regarding the planning and delivery of services needs to be agreed between all members of the careers family in Wales.**

DCELLS: Careers Service Policy Branch

56. **The role and responsibilities of the Careers Service Policy Branch should be formally reviewed and strengthened to ensure all policy development affecting careers service provision is fully coherent.**

57. **The Welsh Assembly Government should hold regular meetings with the Chair, Chief Executive and other senior representatives of the unified organisation in order to discuss policy objectives and delivery.**

58. **The Welsh Assembly Government should provide some initial pump-priming and staff resources to establish a secretariat for the Careers Service Strategic Forum.**

59. **There should be greater involvement by Welsh Assembly Government officials in the ELGPN linking into parallel developments in England, Northern Ireland and Scotland.**

60. **The Careers Service Policy Branch should have a much closer direct relationship with the DCELLS Business and Skills Division, the DE&T Enterprise Division and with DWP/Jobcentre Plus in respect of the development of labour market intelligence, job placement and the delivery of the 'youth guarantee', NEETs, the skills and enterprise agendas and welfare-to-work programmes.**

Executive summary and concluding comments

210. The family of careers services in Wales have a crucial role to play in bringing together the 'demand' and 'supply' sides of the labour market and in helping to realise the full potential of everyone who aspires to a fulfilling working life. They collect and disseminate information and intelligence about learning and opportunities for work experience and job placement; and they help service users to articulate their ambitions, plan their learning pathways, develop their skills and find suitable employment or self-employment.

211. They involve a wide range of service providers, client groups and other stakeholders. Collectively, the service providers currently constitute a fairly loose 'system'; and, although this system has some strong features, the current degree of fragmentation and lack of leadership limits its efficacy, efficiency and coherence.

212. The prospective unification of Careers Wales companies therefore represents an important first step in removing these limitations by removing internal boundaries and creating the capacity for strategic leadership within the organisation. It will also enhance the prospects of establishing greater coherence and consistency in relations between Careers Wales and other providers of careers services in Wales.

213. However, clarification of the roles, responsibilities and boundaries between Careers Wales and the various other service providers within the wider system is also a prerequisite for closer working. There is a need to establish who is best placed to do what and how the respective organisations should interact with each other in order to deliver a comprehensive and seamless overall set of services to the service users. Our review has found that clarity in this regard is currently lacking in some of the identified policy and service interfaces – such as delivery of the CWW framework, the role of learning coaches, the management of NEETs, the ambit of higher education careers services, the generation of labour market intelligence, and the implementation of welfare reform – and that this must be addressed as a matter of urgency by the Welsh Assembly Government.

214. Definition of roles is the essential starting point, but this must also be followed-up by monitoring of how those prescriptions are bedding down. In the case of the CWW framework and the interface between Careers Wales and the higher education careers services in Wales we see scope for greater involvement by Estyn; and we think WESB could usefully assess the relevance, quality and impact of work-focused experience activities with a view to determining a clearer set of requirements to assist EBPs.

215. We think that EBPs, in concert with the SSCs, could potentially play a much bigger role in orientating young people and young adults towards employment and enterprise. We see their re-invigoration by the Welsh Assembly Government as a crucial development towards improving the quality of work-focused experiences for all learners and workforce returners and improving the quality of labour market intelligence at the regional and local levels within Wales. This will entail relaunching EBPs as a separate brand if they are to attract wider support and involvement from employers and learning providers and fulfil their potential both regionally and nationally. However, more generally, we favour building on the success of the Careers Wales brand by introducing a common logo to be used by all within the family of careers service providers, where possible, in order to underline their affinity.

216. There is also a need to build the careers education and signposting capacity of personnel in many of the service providers within the wider careers services family – such as careers teachers and careers and work experience coordinators and learning coaches in schools and colleges; youth support workers in social services, young offender teams, and voluntary organisations; trades union and community learning representatives; and Jobcentre Plus staff – so that professionally trained careers advisers can focus their attention on clients requiring advice and guidance. This capacity building will entail investment in training by the Welsh Assembly Government, not least in pump-priming the development of suitable accredited course provision in HEIs and FEIs in Wales. However, such a development represents one of the keys to freeing-up more careers adviser time for transfer to adult guidance provision in support of the welfare reform and up-skilling agendas.

217. We consider that the establishment of a Careers Services Strategic Forum would help greatly in bringing the family of careers services together in order to give leadership and impetus to practical improvements in service planning and delivery arrangements, staff development, the promotion of good practice and common quality standards and sector advocacy. While we expect the Welsh Assembly Government to establish such a forum, the onus will then be on Careers Wales and the higher education careers services to remedy the dearth of professional leadership of the sector that is currently apparent.

218. Of course, not all service users will require the same amount of support. Service interventions must be sensitively tailored to the needs of the individual, once these needs have been identified. Indeed, for many people, the encouragement and facilitation of self-help may be all the assistance that is required, while others may require more active support at key transition points or over an extended period. A bespoke client-centred service is inevitably a differentiated service. It should therefore be no surprise that this review has pointed strongly in the direction of developing a differentiated service model for both young people and adults. It represents the second precondition for a modest strategic shift in the deployment of careers adviser resources into services for adults without detriment to services for young people.

219. The CWO and the Careers Wales telephone helpline service already provide excellent platforms for increasing the proportion of service users who do not require face-to-face interviews; but there needs to be further transformational investment by the Welsh Assembly Government in order to develop and to integrate these services (with each other and with other service providers' online portals) and to maximise the potential usage. Service providers in schools, colleges, work-based learning providers and other client support teams need to be trained in CWO use and computer availability and broadband access must be improved if online provision is to become the prime means of delivering a universal careers IAG service. Widespread use of CWO will then enhance the prospects of creating an online Customer Relationship Management system which could represent a step-change in administrative arrangements and the generation of management information; and it could pave the way for extension to or integration with the customer management systems used by other members of the careers services 'family.'

220. Links between Careers Wales and the higher education careers services are, at present, limited and inconsistent; and the higher education careers services themselves vary substantially in terms of their service 'offer' to aspirant, current and former students. This is another area where a unified Careers Wales organisation could help to make a substantial difference in determining boundaries and developing joint working arrangements. We think the higher education sector should work with Careers Wales to create a 'centre of excellence' which would act as the focus for careers research, policy development and service improvement.

221. Together, our recommendations represent a clear vision and strategy for the medium term, though it should be possible for some of them to be progressed more immediately in parallel with the unification of Careers Wales. Others will need to proceed as resources permit. The pace of change along this 'direction of travel' will be for the Welsh Assembly Government to determine in consultation with the service providers. The Welsh Assembly Government must itself give increased attention to these related services and must promote coherence through the ways in which it relates to them, if it is to enable them to fulfil their crucial role in matching labour market supply to demand. It must also enable and encourage them to look outwards and learn from developments in other parts of the UK, elsewhere in Europe and in the wider world.

222. The future ambitions for the development of careers services in Wales should be to realise their own potential as well as that of their clients. Indeed, these ambitions converge as the quality of service that they provide to the client very much depends on the extent to which they work efficiently and effectively together in the client's best interests. At present, they are falling short of that potential because of poorly defined and poorly developed relationships and a consequent lack of coherent direction and leadership. To this end we have promoted the theme of 'leadership within effective partnerships' based on a shared commitment to furthering the client's aspirations. We trust that the analysis and recommendations in this report will go some way towards remedying those shortcomings and thereby enable the vision of a world-class, professionally-led, integrated system of careers service provision, to be fully realised.

Appendix 1: Background paper on areas to be covered during the second stage of the review of careers services in Wales

Purpose of the paper

1. The Review has been commissioned as part of the Welsh Assembly Government's *Skills That Work for Wales* strategy and action plan. Its purpose is to determine how well-placed careers provision in Wales is to respond to dynamic factors arising from policy developments, demographic changes and economic conditions; whether current arrangements for service delivery are efficient, effective and fit for purpose in meeting the needs of individuals, learning providers, parents, employers and other stakeholders; and whether there is scope for improvement.

2. The ambit of the Review encompasses the current range of all-age information, advice and guidance services provided by the Careers Wales companies and their relationship with other careers-related provision in education, the voluntary sector, business and the benefits system. It has already examined the performance of Careers Wales companies in recent years and how the services that those companies deliver compare with those in other parts of the UK and other leading countries (by reference to internationally established criteria of good practice), taking account of the increasing demands that are being placed upon those services as a result of demographic, economic and policy drivers. Two reports – one by Estyn and another by Professor A G Watts – have been produced as a result of this first stage of the Review and these were published by the Welsh Assembly Government on 18 May 2009:

www.wales.gov.uk/about/cabinet/cabinetstatements/2009/careers/?lang=en

www.estyn.gov.uk/inspection_reports/rep_careerswales.asp

www.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/skillsthatforwales/reviewcareersterms/?lang=en

3. These reports have suggested that Wales has the potential for a world-class system of careers-related service provision, but that various further developments are likely to be needed if the system is to cope with the many challenges that it faces.

4. The Terms of Reference for the second stage of the Review (as revised in January 2010) are to:

- encompass the broad span of careers education and information, advice and guidance services provided by the Careers Wales companies and other relevant adjacent service provision in education, the voluntary sector, business and the benefits system
- consider Professor Watts' assessment of how provision of careers services in Wales compares with that in other parts of the UK and other leading countries; and how the current arrangements in Wales might be developed into a world-class system
- look at the particular requirements of different client groups and those of employers in helping individuals develop their career aspirations, learning pathways and career self-management and skills
- consider the coherence and cost-effectiveness of delivery of existing careers-related services and how well Careers Wales companies, education providers, employment advisers and other adjacent service providers are able to work in partnership; this should be on the presumption that the Careers Wales companies will be brought together into a unitary organisation as soon as possible
- develop the vision of a world-class, professionally-led, integrated system of careers education, information, advice and guidance, catering for all ages and all abilities
- propose a strategy for realising this vision.

5. The next stage of the Review therefore is to consider the issues affecting different areas of service delivery in some more detail. It is being led by a Core Group of external reviewers supported by a Reference Group of representatives of major stakeholder organisations which will act both as a channel of communication with the stakeholder communities and as a 'sounding board' for emerging findings. It will pay particular regard to the scope for practical improvements in the way that various service providers within the broad system are organised and interact with one another, with the objective of achieving more efficient and effective integration between them. The aim will be to produce a set of recommendations for improvement which, together, represent a strategy for achieving a world class, professionally-led, flexible and robust system of careers-related services capable of handling increasing demands in a rational, responsive and customer-focused way.

6. The purpose of this paper is to indicate the main issues to be examined in fulfilling this remit. It will serve as an agenda for the Core Group in its discussions with individual stakeholder organisations and in its subsequent deliberations with the Reference Group regarding its findings and proposals for improvement.

Background

The broader context

7. The European Union sees lifelong careers guidance as a key contributing factor to the achievement of the three priorities of the Lisbon strategy: economic competitiveness, combating social exclusion and the efficiency of employment and labour market policies. EU Ministers have identified guidance as one of four key actions to create open, attractive and accessible learning environments in order to support learning at all ages and in a range of settings and empower citizens to manage their learning and work, in particular by making it easier for them to access and progress through diverse learning opportunities and career pathways. They have therefore committed Member States to the development of high-quality guidance provision for all European citizens, accessible at all stages of their lives to enable them to manage their learning and work pathways and the transitions therein.

8. The Fifth International Symposium on Career Development and Public Policy held in Wellington, New Zealand (November 2009) identified four major themes for consideration in the design and development of twenty-first century career services, namely, (i) Transformational Technology, i.e. using web-based and telephone helpline facilities to deliver personalised services; (ii) Prove it Works, i.e. using performance management, customer satisfaction and destination data to demonstrate efficiency and effectiveness; (iii) Creative Collaboration, i.e. using legislation, policy guidance and inspection/accountability frameworks to foster cooperation between agencies; and (iv) Culture Counts, i.e. placing an increasing emphasis on community learning and development. These broad themes provide an overarching framework to help inform the second stage review of Career Services in Wales.

Careers education, information and guidance provision in Wales

9. Awareness of career possibilities begins in primary schools as part of the personal and social education (PSE) framework when concepts such as job roles and earning money through work are introduced. In secondary schooling, careers education and work-related learning form a discrete component in the curriculum under the CWW framework, but there is a degree of flexibility in how it is delivered. This learning entitlement applies between the ages 11–19 in all learning environments, including sixth forms, further education colleges and work-based learning settings. The six Careers Wales companies facilitate access by the schools to Work-focused Experience (WFE) via their education business links activities.

10. However the main focus of the Careers Wales companies' input to the development of young people's career aspirations and pathways is via the delivery of impartial careers information, advice and guidance (IAG) services in schools and colleges, in the community via their network of high street offices, and via the CWO website. They also offer labour market information and job placement services to young people entering the labour market who are below the age threshold for support by the DWP Job Centre Plus network. Careers Wales provides a universal service to young people in education and 16 and 17-year-olds in the labour market, but the companies deliver services in accordance with priorities set by the Welsh Assembly Government via annually agreed Business Plans. Current requirements focus delivery on clients with additional learning needs and disabilities, those at risk of becoming NEET (i.e. Not in Employment, Education or Training) and other vulnerable and 'at risk' groups. Services to young people absorb approximately 80 per cent of the Welsh Assembly Government's funding.

11. The balance of Welsh Assembly Government funding of Careers Wales companies is directed towards the provision of careers IAG services to adults. Again, such services are universally available and accessible, but priority is given to those adults who are least able – by virtue of educational or social background, special needs or economic circumstances – to be able to undertake their own research and to formulate career plans. The recession has in recent years underlined the need for careers IAG provision for those adults who are already employed but who are facing redundancy.

12. Careers Wales companies have also generated additional income from the European Social Fund, Cymorth and Learning Pathways 14–19 Networks for the delivery of additional 'Youth Gateway' personal development provision for young people who are most at risk of becoming disaffected; and from contracts with the DWP for the delivery of some IAG services to clients of the 'Flexible New Deal' programmes for the unemployed. A few of the companies have also delivered some IAG services to students in higher education under contracts with HEIs. However, IAG services for students and graduates within the immediate post-graduation period are, in the main, delivered by the HEIs' own in-house careers services which are remitted – via guidance from the HEFCW – to prepare learners for future employment and entrepreneurial opportunities.

13. Various voluntary organisations also provide a range of lifelong guidance services. Such provision will usually be directed towards specific client groups – for example those with specified disabilities – or will be restricted to defined geographical areas. Similarly, the Wales Union Learning Fund (WULF) exists to help Trade Union members engage in lifelong learning in the workplace and has resulted in projects where unions and employers cooperate in raising skill levels. A specific objective of WULF is to provide additional advice, guidance and support for learners. These services may often be supported by Welsh Assembly Government or European funding.

14. Private sector delivery of IAG services in Wales is less extensive than in England and in some other countries, but there are various private sector agencies offering job placement services and others offering support services for adults on 'New Deal' programmes under contract to the DWP.

15. The CLIC online website, which is sponsored by the Welsh Assembly Government offers more general information and advice to young people aged 11 to 25 in Wales that is comparable to some of the non-careers IAG services of the Connexions network in England. People in Wales can also access various remote employment-orientated IAG delivery services via internet websites serving the whole of the UK.

Main policy drivers in Wales affecting careers-related service provision

(a) Preparing young people for learning and work

16. The Welsh Assembly Government's policy framework for young people is set out in *Extending Entitlement* which seeks to provide effective support services for young people aged 11 to 25, both in terms of universal and additional targeted support. Its Learning Pathways 14–19 policy (which has been underpinned by the *Learning and Skills (Wales) Measure 2009*) supplements *Extending Entitlement* by seeking to extend choice and flexibility in learning, secure individual learning pathways that meet learners needs, and provide richer opportunities and experiences to help learners develop the wider skills needed for life and work. Coupled with this is the need for a bespoke blend of learner coaching and access to specialist, individualised, impartial careers IAG services in order to help young people make good choices and to overcome barriers to learning.

17. Effective implementation of the CWW curriculum framework in schools and colleges is essential if careers-orientation and the development of career-planning skills are to develop alongside other learning; and both vocational and careers education need to be supported by relevant work-focused experience opportunities and other contacts with enterprise and the world of work. In this regard, prospective policy actions flowing from the recommendations of the *Report of 14–19 Employer Engagement Task Force on Work Focused Experience* and from the *Youth Enterprise Strategy* are particularly germane.

18. The Welsh Assembly Government has also made commitments to provide stronger support for young people with disabilities and additional learning needs; those who are at risk of becoming disaffected; and other vulnerable and 'at risk' groups. Its *NEETs Action Plan 2009* notes that Youth Gateway and Education Gateway provision delivered by Careers Wales are two of the main programmes aimed at supporting young people who are at risk of becoming NEET. Even so, significant regional variations have arisen in the delivery of these programmes across Wales (as a result of differing local needs and approaches) which may need to be moderated. It also suggests a need for clearer links and distinctions to be developed between the post-16 Youth Gateway and work-based learning programmes such as *Skill Build*.

(b) The *Skills That Work for Wales* agenda

19. The Welsh Assembly Government's overall skills and employment is set out in *Skills That Work for Wales* (STWFW) strategy and action plan which was developed during 2007. In part, STWFW was a response to the Leitch report on skills in the UK and the Webb Review of Further Education in Wales, *Promise and Performance*. The strategy set out a range of actions to respond to the relatively low skills and employment levels in Wales. Careers IAG services were viewed as having an important role to play in many of the key themes of the strategy:

- preparing young people for the future
- reducing the numbers of young people who are 'NEET'
- helping adults to assess and reassess their learning and career paths via adult guidance and redundancy counselling provision
- getting the basics right in terms of literacy and numeracy, including expanding the Basic Skills Employer Pledge and wider use of basic skills assessment
- the establishment of an integrated employment and skills 'careers ladders' model which entails an expansion of adult IAG provision to help more people get into work and get on in work
- delivering the One Wales commitment to increase the number of Modern Apprenticeships
- workforce development – simplifying support for business, increasing the Workforce Development Programme and enhancing the Wales Union Learning Fund
- transfer of responsibility for learning provision in respect of adult prisoners from the Justice Department to the Welsh Assembly Government.

(c) Developments in respect of benefits system and adult guidance services in the UK more generally

20. There are also wider policy developments emanating from the UK Government which may have implications for some aspects of IAG provision in Wales.

21. Changes to the benefits system – in respect of helping the long-term economically inactive and benefits claimants more generally into sustainable employment – are not a devolved matter.

The Welfare Reform Act, which received Royal Assent in November 2009, includes a number of provisions aimed at greater flexibility and personalised targeting of support and others regarding preparedness for work which will impact on the conditions for benefit claims. The latter will include a requirement that benefits claimants should undergo skills assessments (which could, in Wales, involve Careers Wales staff in undertaking such assessments). In addition, a range of policy initiatives have emerged from the Department of Work and Pensions to meet the needs of different parts of the population such as *Backing Young Britain* to encourage employers to provide opportunities to young people; and *School Gate* to provide employment support for parents who may have lost part-time work due to the recession.

22. In England, the Departments for Business, Innovation and Skills (BIS) and Work and Pensions (DWP) are trialling a number of approaches to integrating employment and skills (IES) support, including careers IAG services, as set out in the Command Paper *Work Skills* (June 2008). In Wales, these issues have been identified in Skills that Work for Wales through the proposed 'careers ladders' model. A number of small IES pilots are due to commence early in 2010 in Wales.

23. Alongside this, the Department for Business Innovation and Skills plans to bring together the Careers Advice telephone and web information and advice services currently provided by the Learning and Skills Council with the face-to-face IAG services to be provided by the Next Steps organisations in England. The new service, provisionally branded the adult advancement and careers service (aacs) is scheduled to take effect on 1 August 2010. The telephone helpline (formerly branded learndirect) has been hosted in Wales by Careers Wales and the future relationship of this service to the aacs will therefore need to be determined.

Summary of the main findings from Stage 1 of the Review

Estyn Report: *A comparative analysis of the performance of Careers Wales 2005–2008*

24. While the Estyn Report noted some variations in performance between the Careers Wales companies which had been inspected since 2005, it did, at the same time, indicate that performance was generally good or very good and there were some outstanding

features in some of the companies. The Report, however, identified some shortcomings that needed to be addressed; and, to this end, it made the following recommendations:

(i) that the Careers Wales companies should:

- agree a national strategy and implementation plan to raise quality standards further and improve the outcomes of guidance activities
- improve the focus of performance indicators so that they might better inform planning for the improvement of service impact
- improve mechanisms to share good practice and enhance staff skills and empowerment across Wales
- enhance the preparation of young people for the guidance process by raising their awareness (via education business links and online activities) and developing their careers planning skills
- build on good partnership working practice with Learning Pathways 14–19 to further improve the influence that Careers Wales has on key partners in preparing young people to make effective career decisions
- build on good practice to provide effective support for clients from minority ethnic and vulnerable groups, and for those whose first language is other than English and/or Welsh
- establish a national strategy to ensure that services reduce the impact of gender and other aspects of stereotyping in the way that clients make and implement career plans
- improve the focus of strategic planning to ensure that all plans:
  - make good use of data
  - are monitored efficiently
  - make good use of improvement targets
  - clearly show, through evaluation, the impact that plans have on clients' progress
- achieve wider staff understanding of business planning, performance monitoring and quality management for service improvement

(ii) that the Welsh Assembly Government should:

- develop contract specifications and delivery targets that focus more on service impact and client outcomes

- encourage, within contract specifications, local services to benchmark performance against agreed national levels of service.

Watts Report: *Careers Wales: A review in an International Perspective*

25. Where valid comparisons could be made, Professor Watts drew some illuminating contrasts with the careers information, advice and guidance services in England, Scotland, Northern Ireland and New Zealand. However, substantial differences in the range of services provided in the respective countries, together with difficulties in obtaining comparable data, largely precluded direct value for money comparisons. Professor Watts therefore relied more heavily on benchmarking the arrangements in Wales against the all-age guidance systems imperatives which he and other leading commentators developed to frame an OECD benchmarking study of 14 countries in 2003–04 and which he has used subsequently in reviewing services in Scotland and New Zealand. These are:

- transparency and ease of access over the lifespan, including a capacity to meet the needs of a diverse range of clients
- particular attention to key transition points over the lifespan
- flexibility and innovation in service delivery to reflect the differing needs and circumstances of diverse client groups
- processes to stimulate regular review and planning
- access to individual guidance by appropriately qualified practitioners for those who need such help, at times when they need it
- programmes to develop career-management skills
- opportunities to investigate and experience learning and work options before choosing them
- assured access to service delivery that is independent of the interests of particular institutions or enterprises
- access to comprehensive and integrated educational, occupational and labour market information
- involvement of relevant stakeholders.

26. He also reviewed the degree of success achieved by Careers Wales in meeting the six challenges to policymakers which the OECD review indicated had received minimal attention in most OECD countries. These were:

- ensuring that resource allocation decisions give the first priority to systems that develop career self-management skills and career information, and that delivery systems match levels of personal help, from brief to extensive, to personal needs and circumstances, rather than assuming that everybody needs intensive personal career guidance
- ensuring greater diversity in the types of services that are available and in the ways that they are delivered, including greater diversity in staffing structures, wider use of self-help techniques, and a more integrated approach to the use of ICT
- working more closely with career guidance practitioners to shape the nature of initial and further education and training qualifications in support of the development of career self-management skills, better career information, and more diverse service delivery
- improving the information base for public policymaking, including gathering improved data on the financial and human resources devoted to career guidance, on client need and demand, on the characteristics of clients, on client satisfaction, and on the outcomes and cost-effectiveness of career guidance
- developing better quality-assurance mechanisms and linking these to the funding of services
- developing stronger structures for strategic leadership.

27. On the whole, he rated Careers Wales as measuring up well against these OECD criteria, with the potential to become a world-class service; but with question marks about its ability to fulfil its potential and to cope with current pressures for change due to a lack of leadership, strategic capability and funding. The Welsh Assembly Government was complimented for establishing Careers Wales and fostering its development; but the Welsh Assembly Government also received some criticism in respect of insufficient policy coordination, priority setting, and resource provision.

28. Professor Watts saw Careers Wales as having particular strengths in terms of:

- a clear and coherent mission
- the all-age nature of its services
- its professionalism and the resultant quality of its services
- the extent to which it is embedded in Welsh Assembly Government policies
- the extent to which it is embedded in local communities.

29. At the same time he discerned some major challenges in respect of the:

- rapidly growing demand for increasing the levels of service to adults in response to the STWFW and welfare reform agendas as well as the sharp rise in redundancies and unemployment
- need to determine whether it was really intended that Careers Wales should be an all-age, all-ability service provider or whether it should be allowed to restrict access and differentiate in the service response to some categories of client in the interests of focusing available resources on those most in need of assistance
- partnership agenda in which Careers Wales was already heavily engaged at a local level through Children and Young People's Partnerships and 14 to 19 networks and which was making heavy demands on Careers Wales management time.

30. Appreciating that a substantial increase in resources was unlikely in the aftermath of the recession, Professor Watts anticipated the need for a significant remodelling of careers services in favour of adult provision at the expense of provision for young people via the adoption of more overt differentiated provision for young people and a greater focus on building the capacity of other organisations to deliver services. At the same time, he suggested that there was scope for improving the seamlessness of Careers Wales provision by extending the Careers Wales brand to higher education careers services (but without changing their ownership by the respective HEIs) so as to bring about an integration of systems and support – i.e. establishing Careers Wales Online as the unifying administrative and lifelong information, advice and guidance tool – as clients move into and out from a higher education environment.

31. Professor Watts perceived the need for improved leadership and strategic capacity within Careers Wales and a strengthened interface with the Welsh Assembly Government. He endorsed the case for structural change identified in the 2004 review of Careers Wales by Moulson and Prail and suggested that this might take the form of the Careers Wales Association company being transformed into the prime contractor or Careers Wales as a whole being reconfigured either into a lesser number of companies or a unitary organisation (a single company, ASPB or an integral part of the Welsh Assembly Government) – though he recognised that the unitary options would present significant problems in terms of harmonising grading and terms and conditions. Looking beyond Wales, he also suggested that the Welsh Assembly Government should champion the idea of a UK Careers Guidance Forum being established to enable UK-wide issues (for example, in respect of professional standards, sector skills and welfare reform) to be discussed by service leaders, supported in Wales by a Welsh Careers Guidance Forum, possibly linked to the WESB; and he urged more active engagement by the Welsh Assembly Government in the recently established European Lifelong Guidance Policy Network in order to keep the leadership in Wales plugged in to developments across Europe in the guidance field.

32. Professor Watts concluded that Careers Wales was a strong and professional organisation which delivered high-quality services. However, he felt it was becoming subject to pressures and challenges which threatened to undermine its performance and which demanded some radical changes in its models of service delivery, its leadership, its structure and its relationship with the Assembly Government, if its capacity to deliver its all-age remit was not to be compromised.

The principal areas for attention in Stage 2 of the Review

33. Both the Estyn and Watts Reports indicated that the Careers Wales companies were capable of achieving some outstanding results, but saw a need for further improvements, particularly in respect of strategic planning, capacity-building, sharing of relevant data and good practice, and working with partners. Professor Watts identified a need for a remodelling of service provision in order to deliver improved leadership and integration of service provision both within Careers Wales and between Careers Wales and other

careers-related service providers. And both Reports suggested there was a need for some development in the relationship between Careers Wales and the Welsh Assembly Government.

34. The second stage of the Review will therefore need to focus on these general areas for improvement, to consider what specific improvements should be made, and what action should be taken by the various organisations with an interest to bringing this about.

35. Indeed, the analysis will need to be sensitive to the various challenges identified earlier in this paper and in the Watts Report and therefore have particular regard to the following service and organisational relationships.

- The interface between careers education and careers information, advice and guidance (IAG) for young people in schools and colleges with particular reference to the requirements of the work-related curriculum, the provision of education business links, the role of 14–19 learning coaches, and action to cater for clients with additional needs and to combat disaffection.
- The interface between Careers Wales IAG provision for young people and adults in further education, in the labour market and in employment and the services provided by HEIs' careers IAG services for undergraduates and recent graduates.
- The welfare reform agenda of the UK Government which could result in Careers Wales being placed in the position of gatekeeper for welfare benefits as skills assessments become mandatory for benefits claimants and which could widen the role of other agencies (such as Working Links and the voluntary organisations) in careers-related fields such as individualised personal planning, mentoring support and job brokering.
- The 'careers ladders' integrated employment and skills agenda which also has implications for Careers Wales services, particularly as regards its relationship with Job Centre plus in respect of labour market intelligence, skills assessment and placement services and its relationship with employers and adults in the workforce (as has been underlined during the course of the recession).

- The Careers Wales organisational structure and brand, taking account of what Professor Watts had to say about the need for prioritisation and service differentiation to cope with rising service demands and static resourcing and the need for greater coherence and strategic/professional leadership.
- The interface with the Welsh Assembly Government regarding both the determination of policy in respect of careers-related services and the sponsorship of such services.

Issues for consideration in respect of each of these service and organisational relationships

The interface between careers education and careers IAG for young people in schools and colleges

36. Careers education is designed to help young people to develop the knowledge, confidence and skills that they need to make well-informed, thought-through choices and plans that enable them to progress smoothly into further learning and work subsequently. In most schools, at Key Stage 3 and in some at Key Stage 4, careers education is delivered within programmes of PSE education. At Key Stage 4, it is most commonly delivered as part of a carousel arrangement with other subjects including PSE. Whether delivered separately or linked with PSE, it contributes to Key Skills, especially the Wider Key Skills, including the achievement of qualifications in those skills. It is also embedded within the wider curriculum and is closely connected to the delivery of the statutory requirement for work-related learning at Key Stage 4.

37. Careers IAG, by contrast, is the personalised support for individuals in respect of learning and work pathways and on other key issues that impact on young people's ability to make choices and to develop and progress along a chosen path. Effective, personalised IAG – which may be delivered by a range of people either within a learning setting or externally – enhances and complements careers education. Conversely, effective careers education – in combination with some direct experience of the world of work – gives young people the grounding they need for bespoke IAG discussions regarding their future learning and career options. Personalised IAG is necessarily a more resource-intensive exercise than whole-class learning as it is traditionally based upon one-to-one interviews.

38. Work-focused experience (WFE) is a term covering experiential learning intended to reinforce careers education and help young people to develop an appreciation of employability skills such as creativity, team-working, entrepreneurship. WFE is a key component of CWW – a framework for 11 to 19-year-olds and is also integral to the learning core element of Learning Pathways 14–19. As such, WFE has never been considered as an extra subject in the curriculum; rather its purpose has been to use employer support to improve students' learning and make such learning more relevant to future working needs.

39. Traditionally, careers education and WFE have been seen as complementary; but, with the intention of making this interlinkage more explicit, the two were brought together in Wales as a single CWW framework for schools and colleges from September 2008.

40. The aim of CWW is to help learners:

- explore the attitudes and values required for employability and lifelong learning
- plan and manage their pathway through the range of opportunities in learning and work
- make effective career choices
- develop an appreciation of enterprise and a variety of work settings
- become motivated, set long-term goals and overcome barriers
- see the relevance of their studies to their life and work
- develop Key Skills and other skills required by employers
- prepare for the challenges, choices and responsibilities of work and adult life.

41. CWW applies to all learners between the ages 11 to 19 and in all learning settings, including schools' sixth forms, further education colleges, and work-based learning. The role of learning providers in delivering CWW is set out in the supplementary guidance. This broadly states that each learning provider must have a policy in place that identifies:

- who manages what
- how staffing is deployed

- how and where the work happens
- how resources are allocated and used
- how staff development is managed
- when and how monitoring, evaluation and review occur.

42. The supplementary guidance includes a grid analysing five approaches that learning providers might take in delivering CWW. Learning providers are encouraged to consider the strengths and weaknesses inherent in such approaches as they consider what best fits their particular needs.

43. It is within this context of differentiated delivery models at the school and college level that Careers Wales IAG delivery and education business links facilitation services are negotiated with the individual learning providers. The relationship inevitably varies from institution to institution and, not least, because the development of Learning Pathways 14–19, is proceeding at varying pace across Wales. However, a number of broad strategic issues can be identified relating to the general relationship between careers education and careers IAG services.

- At what age should careers education for young people begin?
- What should the balance be between career education lessons, personal interviews, and opportunities to explore and experience the world of work? Who should receive personal interviews, and when should these be held?
- How should careers education delivered by schools and colleges be quality assured and whether enough attention has been accorded to it in the statutory inspection framework?
- Whether there is sufficient clarity about and understanding of the boundaries between careers education/WFE as set out in the CWW framework and careers IAG provision – and, in particular, whether the roles of careers coordinators, careers advisers and other personal support workers (especially learning coaches) are sufficiently well defined.
- Whether the Careers Wales advisers are delivering too many interviews in schools and colleges in an insufficiently differentiated approach (as Professor Watts has suggested);

and whether any of this resource could be more beneficially targeted on those young people who have additional needs or who are at risk of becoming NEET or used to enhance IAG service provision for adults?

- Whether there is any evidence of careers IAG staff being drawn into careers education provision in order to make up deficiencies with resulting 'burden shifting' of resource costs?
- Whether the future role of Careers Wales in respect of careers education/WFE should be focused on capacity building in schools and colleges?
- Whether Careers Wales companies are succeeding in facilitating a sufficiently wide range of WFE experiences in order to support Learning Pathway 14–19 developments and related initiatives such as the Principal Element in the Welsh Baccalaureate?
- Whether Careers Wales education business links activities should be separately branded as part of a new national employer engagement system as recommended by the Employer Engagement Task Force in the interests of attracting more employers into offering WFE opportunities?
- Whether work experience should be linked more closely with part-time employment as well as volunteering by 16 to 18-year-olds?
- What training is required for those that work with career guidance practitioners to provide services? For example education and training providers, teachers, school principals? How can such training complement the training of career guidance practitioners?
- What career guidance should be provided to potential early school-leavers, and how? Should it be delivered as part of the curriculum or in addition to it? Should it be delivered by internal or external personnel or both? Should it include out-of-school experiential placements?
- When public funding is channelled towards institutions to cover a package of services, including career guidance, what measures can be taken to ensure that these institutions allocate this funding to career guidance provision? Is earmarked funding preferable to block funding in facilitating the attainment of policy targets?

The interface between Careers Wales IAG provision and the careers services provided by HEIs

44. An OECD comparative study in 2003 saw merit in the all-age service; and the subsequent Welsh Assembly Government sponsored Review of Careers Wales in 2004 noted that Welsh IAG arrangements were 'at the forefront of international best practice'. Since the OECD study reported, Careers Wales has developed an online resource, careerswales.com, that provides clients of all ages with access to a range of careers self-management resources and an e-portfolio that is capable of being a lifelong record of learning and careers aspirations, goals and achievement. However, as the Watts report notes, there is a discontinuity of Careers Wales IAG service provision when clients enter higher education and become the clients of the respective HEIs own careers services. This impacts on the capacity of Careers Wales to keep in touch with clients' progress unless or until they return to Careers Wales after graduation (or after dropping out of their higher education courses) and possibly after some years subsequently in work or in the labour market. Moreover, increasing numbers of young people and adults are now pursuing franchised higher education courses in FEIs which creates a 'grey area' regarding IAG provision.

45. Professor Watts has suggested that there may be scope for extending the Careers Wales brand to the higher education careers services (and perhaps to some other careers-related service providers) in the interests of closer working, seamless continuity of client support and monitoring, the promotion of common professional standards and quality systems, and wider career opportunities within the IAG sector.

46. The main issues that arise in respect of this interface are therefore:

- whether there is any lack of clarity about IAG service delivery responsibility for students in FEIs who are pursuing franchised higher education courses?
- whether any material improvements in service for the client, in the efficiency of service delivery, in determining (through longitudinal monitoring) the efficacy of careers IAG interventions or in the development of the profession could result from closer working between Careers Wales and the higher education careers services?

- whether individual local bilateral agreements, a general agreement between Careers Wales as a whole and Higher Education Wales, or a widening of the Careers Wales brand to include higher education careers services would be most conducive to effective integrated working?
- where initial training programmes for career guidance practitioners are developed autonomously by HEIs, how can a standard approach be developed nationally to minimise the differences in outcomes for users of career guidance services that arise from differences in the training of guidance practitioners?
- whether links should be made between Careers Wales and GO Wales placement schemes, and whether Careers Wales should be involved in higher education employability strategies?
- whether the emerging Foundation Degree strategy should develop careers education via work-based learning applications?
- whether there is a need for improved undergraduate and postgraduate training programmes for a variety of professions associated with the provision of careers education, advice and guidance, including Continuing Professional Development for Careers Wales staff?
- whether there should be more of an interface between Careers Wales Online and higher education eLearning applications?
- what evidence about outcomes (for example on graduate destinations, non-completion rates and destinations of non-completers, annual costs of non-completion) should be collected? How can this information be used to improve career services for current students and to improve the enrolment decisions of prospective students?
- how should students, employers, and other stakeholders be involved in the development and delivery of more effective career services?

The Welfare Reform agenda of the UK Government

47. Priority for adult clients in Wales during the last 18 months has focussed on the unemployed and those under notice of redundancy due to the economic downturn. In 2008–09, Careers Wales

companies collectively delivered almost 68,000 interviews to adults, compared with fewer than 51,000 interviews in 2007–08. This has been managed by companies reallocating staff resources from other delivery areas to adults. The Welsh Assembly Government recognised these additional demands in the 5th Economic Summit, by providing an additional £800,000 to Careers Wales in 2009–10 and 2010–11; and Ministerial agreement to fast-tracking a £2.4m project under European Structural Funds to boost Careers Wales capacity by employing 30 additional careers advisers.

48. However, this focus on the recently unemployed and redundant has had a displacement effect on planning for the welfare reforms outlined in the White Paper 'Raising expectations and increasing support: reforming welfare for the future' and subsequent Welfare Reform Act 2009. The format and expectations of the services linked to welfare reforms are still yet to be finalised, but issues include:

- whether the Welsh Assembly Government has any discretion about the supporting Regulations?
- whether the Welsh Assembly Government has a role in respect of the relationship between mandated clients within the welfare system and careers IAG provision for those same clients?
- what are the distinctive career guidance needs of different groups of unemployed adults? To what extent are these needs being met by current provision? How can services be organised so that such a range of needs is more effectively catered for?
- how can career guidance for unemployed adults provided by the public employment services (PES) be complemented by services provided by voluntary and community-based organisations, by the social partners, and private, for profit services?
- whether Careers Wales has capacity to manage the additional referrals from Jobcentre Plus for skills assessment checks?
- whether the client-centred, impartial role that Careers Wales currently prides itself on might be compromised by perceived 'gatekeeping' of benefit entitlement via skills assessment checks?
- how can wider access to adult IAG provision be achieved? Do ICT and telephone delivery meet the needs of the wider populace? Does the balance of ICT, telephone and face-to-face

provision need rebalancing in order to cope with increased demand arising from benefit claimants?

- how can careers self-management skills be promoted among adults generally?
- whether existing Client Record Management systems in Careers Wales and Jobcentre Plus are sufficiently flexible and well-integrated to be able to track individuals through personalised programmes of preparation for return to work?
- is the PES a market leader for employment services (including career information services) on the internet?
- how can ICT be harnessed to improve service delivery in cost-effective ways, and to encourage self-service access to information? What type of assistance is required by which type of user of the information systems provided?
- how can the PES guarantee the quality, content and relevance of the career information provided through its services?
- what investments in training, support, and communications infrastructure need to be made in order to develop ICT-based service delivery?
- what steps are being taken to ensure that the career guidance approaches used with at-risk groups are not culturally biased?

The 'careers ladders' integrated employment and skills agenda

49. The 'careers ladders' model, outlined in *Skills That Work for Wales* sets out five phases of information, advice, guidance and support:

- Contact/Engagement.
- Stepping On: employment coaching service.
- Stepping Up: integrated offer in support of skills and employment.
- Stepping Out: access to job vacancies.
- Moving Forward: in-work support.

50. The Welsh Assembly Government, Careers Wales and Jobcentre Plus Wales will begin piloting integrated employment and skills (IES) approaches early in 2010. Trials have been running in England since September 2008. Key learning points from the initial evaluation of the trials include:

- the need for joint training of Jobcentre Plus and IAG staff
- clear guidelines on referral for 'skills assessment checks'
- data-sharing processes and informed consent are essential.

51. The model includes support for those in work as well as those looking for employment. Careers Wales offers workforce development support to employers, with the principal aim of helping employees with their learning and career planning, but this work has been accorded a lower priority by CW companies during the recession.

52. The proposed adult advancement and careers service (aacs), which will bring together the face-to-face Next Steps service and the telephone and web-based Careers Advice service in England, is due to be launched in August 2010. The specification for the aacs has not been finalised, but it is likely that more people will be directed to 'self-serve' via the website or telephone; new technologies such as texts, webchats, podcasts and facebook/twitter; and the service will include information and advice on broader issues such as debt counselling, childcare, housing, and substance misuse.

53. These developments raise some of the same issues as the welfare reform agenda discussed above, for example:

- whether Careers Wales has capacity to manage the additional referrals from Jobcentre Plus for 'skills assessment checks'?
- how can wider access be achieved? Do ICT and telephone delivery meet the needs of the wider populace? Does the balance of ICT, telephone and face-to-face provision need rebalancing?
- how can careers self-management skills be promoted among the workforce generally?
- whether existing Client Record Management systems in Careers Wales and Jobcentre Plus are sufficiently well-integrated to track individuals through training?

- does the career guidance provided by the PES have the capacity and flexibility to reach and remotivate unemployed individuals to re-engage with learning and work? To what extent is career guidance provided by the PES capable of outreach to geographically and economically disadvantaged communities? Is a different but related careers service required?
- to what extent is the PES networking and in partnership with the relevant actors in the field of guidance so that they can widen their range of services to the unemployed, and permit localised and decentralised delivery of careers guidance?

54. However, consideration also needs to be given to:

- whether a remodelling of services would make it possible to transfer some Careers Wales IAG resources currently devoted to young people to adults to meet the extra demand?
- whether greater differentiation of service delivery, including systematic approaches to customer segmentation and proactive marketing, is desirable?
- whether closer working and data sharing between Careers Wales and Job Centre Plus would contribute to better aggregate labour market intelligence and job placement services?
- whether Careers Wales should aim to become a more diversified IAG provider to match the broader (non-careers) information and advice services proposed for the aacs in England or improve referral mechanisms to other advice services in order to ensure that adult clients get a reasonably comprehensive information and advice service?
- whether there is any confusion between the Employment Coaching Service and the learning coach support as deployed in 14–19 pathways?

The Careers Wales organisational structure and brand

55. As noted earlier, Professor Watts endorsed the case for structural change identified in the 2004 review of Careers Wales by Moulson and Prail and suggested that this might take the form of the Careers Wales Association company being transformed into the prime contractor or Careers Wales as a whole being reconfigured either into a lesser number of companies or a unitary organisation.

He noted that there were two main arguments for supporting the present six company regional structure of Careers Wales: the first is that it enhances local and regional partnership working and accountability; and the second is that decentralisation supports innovation and enables cross-company benchmarking. He accepted that a country with distinct rural/urban and linguistic characteristics such as Wales has a strong case for such a locally based model. However, he was less convinced of the second argument, noting that, while innovation benefits from diversity, benchmarking tends inevitably to encourage conformity.

56. He recognised that there was a great deal of consistency in Careers Wales' service delivery across the whole country, supported by common standards and national working groups, on guidance activity for the statutory groups. He identified differences in approach in areas such as the NEETs agenda, the education business links delivery models, relationships with higher education Careers Services and adult guidance networks; and he attributed these differences to the availability of geographically distinct sources of funding – particularly European Social Funds – and to the remnants of previous local authority and Training and Enterprise Council structures, rather than from diverse innovative practice.

57. However, he also noted that in respect of the 14 to 19 agenda the Welsh Assembly Government had specified a 'national policy, locally delivered' which indicated an expectation that Careers Wales companies should work closely with local delivery partners. In this regard, he commented on the lack of coterminosity with other delivery agents and partners – particularly the local authorities (LA) – in the present geographical alignment of Careers Wales companies; and he suggested that the existing company structure might be reduced to three or four companies to more effectively reflect the LA boundaries.

58. The Careers Wales Association (CWA) is, at present, the wholly owned subsidiary of the six regional companies. Professor Watts characterised its present status as:

> . . . a common resource, rather than a planning organisation; as a servant of the companies rather than their co-ordinator. This results in a number of negative effects: there is no clear leadership; action on a national level is on the basis of cross-company consensus. No spokesman can speak authoritatively for the whole organisation.

Professor Watts also questions whether there is an opportunity loss in developing a critical mass at CWA level that would be able to fund a research capacity which is missing in Wales.

59. Many of these issues were raised in the 2003–04 review by Moulson and Prail. Since then the number of regional companies has reduced from seven to the present six; but Professor Watts viewed the lack of progress in re-engineering the role of the CWA into a strategic umbrella body providing leadership as indicating that it was unlikely to change in the future, without direction from the Welsh Assembly Government. As noted earlier, he saw potential scope for extending the Careers Wales brand to other careers-related service providers (such as the higher education careers services) in the interests of promoting more seamless service provision, common quality standards and other benefits of close association. Such a widening of constituent membership of the brand could possibly make the transformation of the CWA into an umbrella body providing strategic leadership and advocacy for the sector even more relevant; and this could, in turn, also provide a foundation for the development of a Welsh Careers Guidance Forum to provide professional leadership across the sector as Professor Watts also proposed.

60. The main issues arising are therefore:

- considerations involved in moving to a unitary organisation, taking into account the need for local partnerships and responsiveness
- how best to provide strategic leadership, service planning capability, research and benchmarking and advocacy functions?
- whether Careers Wales and the Welsh Assembly Government should seek to promote the extension of the brand to other careers-related service providers?
- whether there is any agreement between careers-related providers about the need for and potential to create a Welsh Careers Guidance Forum – possibly including stakeholder representation – as advocated by Professor Watts?
- whether there is a need to clarify Careers Wales relationships and structures concerning EBPs?
- whether there is a need to simplify, merge or integrate the wide range of careers-related initiatives and programmes, in order to reduce confusion among stakeholders such as employers?
- what resources are involved in providing careers services, and how can management information data be improved?

- how can existing investment be used more efficiently?
- what data-gathering strategies are in place to signal needs for new, different or expanded services and target groups?

The interface with the Welsh Assembly Government

61. Finally, Professor Watts noted that a wide range of policy drivers (outlined in Appendix 1 paragraphs 16–23) impact upon Careers Wales and that the companies' main relationship with the Welsh Assembly Government was with the Careers Policy Branch. The branch is located in the mainly post-16 orientated Skills, Higher Education and Lifelong Learning Group of DCELLS, notwithstanding that some 80 per cent of Careers Wales services are currently devoted to fulfilling statutory requirements in respect of young people below the age of 18. The main role of this branch is 'sponsorship' (i.e. budgetary and contractual responsibility) in respect of the core of IAG and education business links services delivered by the six regional companies. However, many of the policy drivers emanate from other policy branches and divisions. While Professor Watts recognised that Careers Policy Branch had endeavoured to mediate demands arising from these other sources, he observed that the companies felt that the branch, as presently resourced, lacked sufficient profile and influence within the Welsh Assembly Government's structures to coordinate all policy affecting Careers Wales effectively. He also noted that the lack of a single identifiable representative voice for the six companies resulted in ad hoc approaches between Careers Wales and Ministers and civil servants within the Welsh Assembly Government.

62. As a consequence, difficulties are experienced both by the sponsorship branch and the companies in identifying a hierarchy of service priorities within the Careers Wales portfolio; and established priorities can be compromised during the course of the contractual year by additional requirements. This situation may also indicate that there is an insufficiently wide appreciation of the extent of the work that Careers Wales already undertakes and the extent therefore to which its finite resources are already fully committed.

63. The main issues arising are:

- whether, in the interests of promoting a more integrated system of careers education, WFE, careers IAG and job placement, an enhanced Careers Policy Branch should be established with a policy coordination remit encompassing the whole span of careers-related services?

- how a unified Careers Wales might establish improved channels of communication with the Welsh Assembly Government?
- how the Welsh Assembly Government might establish methods and policies for improved labour market intelligence, to include more accurate high-quality all-age employment destination data?
- how should government and agencies cooperate in the development and supply of educational and occupational information?
- how can cross-sectoral collaboration between the different government departments responsible for careers education, careers IAG, skills development and job placement be promoted and enhanced?
- which policy levers are available to steer career guidance provision across the life span? How can they be improved?

Next steps

64. The Core Group will now, during the course of the first quarter of 2010, receive, discuss and consider evidence relating to these issues from service providers and other major stakeholders. It will discuss the issues, emerging findings and proposals with the Reference Group and finalise its conclusions and recommendations. These will then be presented to the Minister in the early spring. If significant changes are recommended, public consultation on those recommendations and debate in the National Assembly could follow before the summer, prior to the determination and publication of an action plan by the Welsh Assembly Government later in the year.

January 2010

Appendix 2: External Reference Group Membership

Phil Westwood – Careers Wales Association (CWA)

Joyce M'Caw – Careers Wales (CW)

Judith Evans – Further Education (FE) Colleges Wales

David Schofield – Wales Council for Voluntary Action (WCVA)

David Eynon – Association of Directors of Education in Wales (ADEW)

Emma Harrison – Welsh Higher Education Careers Services (WHECS)

Chris Llewellyn – Welsh Local Government Association (WLGA)

Mark Heydon – National Training Federation for Wales (NTFW)

June Price – Jobcentre Plus (JCP)

Appendix 3: Programme of Core Group Meetings with Key Partners, Stakeholders and External Reference Group

Organisation	Representative	Date
Independent academic researcher	Professor A G Watts	11/01/2010 19/04/2010
Estyn	Alun Connick, Catherine Evans, Eleanor Davies	11/01/2010
Careers Wales (CW)	Joyce M'Caw, Ann Evans, Ray Collier	12/01/2010
External Reference Group	See Appendix 2	12/01/2010 15/02/2010 13/05/2010
Welsh Assembly Government (WAG) to discuss CWW framework and YES Strategy	John Pugsley, Sue Morgan, Lindsay Harvey, Bethan Webb	19/01/2010
Careers Wales to discuss Education Business Partnerships (EBP)	Trina Neilsen, Joyce M'Caw, Ffiona Williams	19/01/2010
CollegesWales	David Brookes, Coleg Morgannwg	19/01/2010
Welsh Assembly Government	Minister of Children, Education and Lifelong Learning, Leighton Andrews AM	27/01/2010
Welsh Assembly Government to discuss young offenders, ALN and NEETS	Nick Keating, Bethan Cowan, Heather Davidson	27/01/2010
Wales Trades Union Congress	Deri Bevan	27/01/2010
Workers' Educational Association (WEA)	Annie Williams, Principal, Coleg Harlech/WEA North	03/02/2010
Careers Wales to discuss Careers Wales Online (CWO)	Mark Freeman, Sarah Finnegan-Dehn, Joyce M'Caw	03/02/2010
Denbighshire Unitary Authority 14–19 Network Coordinator	John Gambles	03/02/2010
Welsh Assembly Government and Higher Education Funding Council for Wales (HEFCW)	WAG – Ruth Hayton. HEFCW – Roger Carter, Jackie Cresswell Griffiths	11/02/2010
Wales Higher Education Careers Service (WHECS)	Karen Lennox, Alyson Twyman, Emma Harrison	11/02/2010

The Association for Careers Education and Guidance (ACEG)	June Jenson, Mary Jeans	11/02/2010
Lifelong Learning UK (LLUK)	Mark Isherwood	11/02/2010
Welsh Assembly Government Careers Policy Branch	Mike Moss, Mike Barry, Paul Watts, Jeremy Howells, Caroline Wong, Kirsteen Reed (on secondment from CWA)	15/02/2010
Welsh Assembly Government and Jobcentre Plus (JCP)	WAG – Sam Huckle, Ella Davidoff JCP – Huw Thomas	01/03/2010
The National Institute of Adult Continuing Education (NIACE) Dysgu Cymru	Richard Spear, Cerys Furlong	01/03/2010
Children and Young People's Partnerships (CYPPs)	Angela Davies, Bridgend; Mark Davies, Vale of Glamorgan; Simon Morris, Cardiff	01/03/2010
Employers and Sector Skills Councils (SSC)	Jan Holdaway, Asset Skills and SSC Alliance; Owain Davies, CBI; Owen Evans, Business In The Community	25/03/2010
National Training Federation for Wales (NTFW)	Mark Heydon, Andrew Cooksley, Arwyn Watkins	25/03/2010
Headteachers	Brian Lightman, St Cyres Secondary School; Huw Cripps, Pontypridd High School	26/03/2010
Open University	Bea Brown, Ellen Cocking, Ruth Brooks	26/03/2010
Wales Employment and Skills Board (WESB)	Sir Adrian Webb, Charles Middleton	26/03/2010
Northern Ireland Careers Service and Scotland Careers Service	Judith Shaw (Northern Ireland) and Vivienne Brown (Scotland)	04/05/2010
Careers Wales (Chief Executives and Chairs)	Hywel Jones, Ann Evans, Sarah Finnegan-Dehn, Trina Neilsen, Mark Freeman, Ray Collier, Joyce M'Caw	13/05/2010
Welsh Assembly Government	Minister for Children, Education and Lifelong Learning, Leighton Andrews AM	19/05/2010

Appendix 4: Papers considered by the Review

Papers from the Welsh Assembly Government

DCELLS Careers Policy Branch and Review secretariat

1. Careers Wales: Corporate Governance – K Reed
2. Careers Wales, Education Business Links and Employer Engagement
3. Careers Wales, Overview Of Geography, Demography, Staffing, Out-Turns and Funding – K Reed
4. Data on Higher Education Careers Services – K Reed
5. Talking to young people and adults May 10 – K Reed
6. The Careers Team Role – for Core Group discussion
7. MTC (Making The Connections) activity summary paper
8. *Issues To Be Considered During The Second Stage Of The Review Of Careers Services In Wales*, Careers Branch (included as Appendix 1 to Report)
9. Briefing note for Core Group meeting with Sir Adrian Webb on 26 March 2010
10. Jobcentre District Boundaries with Jobcentre Plus Sites
11. Careers Wales Centres by Careers Wales Region

Papers from other DCELLS Policy Divisions

12. Careers Wales Review: Additional Learning Needs – ALN Branch, DCELLS
13. Careers Services within Higher Education Institutions and links to Careers Wales – HE Policy, DCELLS
14. Progress Report on Integrated Employment and Skills, Employability Branch, DCELLS
15. Careers Wales Review – Careers Ladders, Employability Branch, DCELLS

Papers from Careers Wales

16. Paper 1 – *Careers Information, Advice and Guidance landscape in Wales*

17. Paper 2 – *A Summary of careers information, advice and guidance services provided by Careers Wales*
18. Paper 3 – *Careers Wales' services for young people*
19. Paper 4 – *Careers Wales' services in the context of Skills that Work for Wales*
20. Paper 5 – *Careers Wales Online and the Learning and Careers Advice Helpline: key channels supporting a cost effective Careers Wales guidance model*
21. Paper 5b – *Careers Wales Online Vision Paper*
22. Paper 6 – *Resource Management*
23. Paper 7 – *A Way Forward*
24. Paper 8 – *The case for co-ordinating support for young people not in education, employment or training (NEET)*
25. Paper 9 – *A Strategic Lead for Learner Support Services, Learning Pathways 14-19*
26. Paper 10 – *Vision Paper*
27. Paper 11 – *Key Messages on Guidance, all age, all ability and linking people to the labour market*
28. *Some Thoughts on Learning Coaching*
29. *A Welsh Guidance Strategic Forum* paper
30. Briefing Paper – *A differentiated service*
31. Careers Wales and Employer Engagement
32. *Criminal Justice System*
33. *Employer Engagement and Education Business Partnership*
34. Careers Wales: presentation to Core group, IAG Review 19 January 2010
35. Careers Wales: Online Learning And Careers Advice Helpline Presentation
36. Careers Wales: Online Usage Overview

Papers from Stakeholder Groups

37. SSC Asset Skills written responses for the Review
38. LLUK written evidence to the Review
39. Written response for the Review from CYPP coordinators
40. Written response for the Review from the Chair of Young Enterprise
41. CASCAiD – Careers Guidance Software Provision in Wales Paper
42. *Employer Engagement Task Force Report March 2007* – S Drury
43. Pre 16 Student Supervised Work Experience Meeting Notes
44. Review of Careers Provision in Wales – V Brown, ICG
45. Career Services in Scotland – V Brown presentation
46. Career Services in Northern Ireland – J Shaw presentation
47. *An Examination of the Current Challenges facing Links between Education and Business – an Employer's Perspective* April 2010 – Business In The Community
48. HE Careers Services – work with Careers Wales – WHECS

Key reference documents

49. Estyn Careers Wales Review
50. *Careers Wales: A Review in an International Perspective* May 2009 – Professor A G Watts. ISBN 978 0 7504 5176 5
51. OECD *Policy Makers Handbook*
52. WDA – Youth Entrepreneurship Strategy paper
53. The *Learning Coaches of Wales* Summary Document August 2008 – Professor D M Saunders. ISBN 978 0 7504 4754 6
54. *Careers and the world of work: A framework for 11 to 19-year-olds in Wales* – Curriculum and Assessment 3–14 Division, DCELLS

Other reference documents

55. DCFS Statutory Guidance Oct 2009

56. DCFS – Careers Co-ordinators Research paper October 2009 ISBN 978 1 84775 556 8

57. *Supporting learners through trade unions* – L Haughton, NICEC Fellow

58. Unionlearn Report on Research and Consultation Findings – L Haughton and S Hughes, NICEC

59. Working together to support union learners – L Haughton and S Hughes, NICEC

60. *The Careers Profession in the UK: a Preliminary Mapping Exercise* – Professor A G Watts

61. YES Focus Groups Final Report April 2009

62. A Perfect Careers Profession – Dr D M Hughes

63. *Fuelling Potential - a Blueprint for Skills Accounts and the Adult Advancement and Careers Services* – BIS (Department for Business Innovation and Skills)

64. Careers England Policy Commentary on Fuelling Potential – Professor A G Watts

65. Promise and Performance Review December 2007 – Webb, Drury and Griffiths. ISBN 978 0 7504 4482 8

66. Briefing Paper – Differentiated Service Delivery Model – Dr D M Hughes

67. Additional issues/themes for discussion within the Core Group

68. Fifth International Symposium on Career Development and Public Policy, New Zealand: November 2009 – Dr D M Hughes on behalf of the UK Country Team

69. Wales Employment and Skills Board – *A Wales that Works*. April 2009. ISBN 978 0 7504 5153 6

70. Wales Employment and Skills Board – *Moving Forward: Foundations for Growth Volume 1: Economic Renewal and the Skills Agenda*. May 2010. ISBN 978 0 7504 5595 4

71. Wales Employment and Skills Board – *Moving Forward: Foundations for Growth Volume 3: Employability Skills*. May 2010. ISBN 978 0 7504 5597 8

72. Wales Employment and Skills Board – *Moving Forward: Foundations for Growth Volume 4: Youth Unemployment*. May 2010. ISBN 978 0 7504 5598 5

73. CBI – *Ready to Grow: Business priorities for education and skills*. Education and Skills survey 2010. ISBN 978 0 8520 1724 1

Appendix 5: Composition of the careers services 'family'

There are two publicly funded services in Wales whose primary function is to deliver careers information, advice and guidance services:

- **Careers Wales –** the staff complement for the six Careers Wales companies amounted to some 1,035 for business year 2009–10, some 72 per cent being involved in direct delivery of services.
- **Welsh Higher Education Careers Advisory Services –** the 12 universities in Wales employ 154 full and associate members registered with AGCAS (the professional association for higher education careers professionals).

In addition to these two discrete careers services, a number of institutions and voluntary organisations employ staff where the provision of careers education, information, advice and guidance (in varying mixtures and degrees of expertise) is a material component of their overall service provision.

These include:

Secondary schools. There are around 220 maintained secondary schools in Wales. Each school will need to perform the functions of: careers coordination; work experience coordination; delivery of the Careers and World of Work curriculum framework. No data are collected centrally on these roles; but it is probable that each school would have at least two staff members, but possibly several more, involved for at least part of their time in these functions.

Further education colleges. The number of further education colleges in Wales is currently being reduced in number through mergers. Careers support services are normally part of the Student Support Team, and may employ qualified careers specialists. Again there is no centrally collected data available; but it is probable that around 100 staff members are involved in careers-related work.

Learning Coaches may be employed by any learning provider. The latest data held by the Welsh Assembly Government identifies over 1,200 registered learning coaches, over 785 of whom have been fully trained. Around 500 of the registered coaches state that their background is in teaching or lecturing.

Jobcentre Plus employs some 719 personal advisors who, as part of their work-search and benefit advice, may deliver careers-related information.

Probation and Youth Offending Team workers recognise that progression into learning and sustainable employment is a fundamental part of the rehabilitation process – awareness of careers guidance issues is therefore a requirement of the service. As at July 2009, there were almost 1,500 Youth Offending Team workers.

NIACE has identified over 1,000 Community Learning Representatives who may provide some basic careers information or sign-posting for those wishing to re-enter learning. Similarly, the Wales TUC has identified around 1,200 Union Learning Representatives.

Other public-facing roles may also have such elements of careers information and signposting within their overall service delivery model. Examples might include Citizens Advice Bureau staff; librarians; and a range of roles such as debt advisors or social services workers.

Given the mixed nature of their roles, it would be difficult to claim a definitive figure for the careers 'family' in Wales. However, it would perhaps not be unreasonable to suggest that the 'family' exceeds 5,000 individuals in total. This figure represents a broad estimate of the overall number of individuals involved rather than full-time equivalents.

Appendix 6: Careers Wales – Education business activities

The strategic role of such activities is to:

- facilitate learning institutions' delivery of the curriculum
- encourage the engagement of pupils with the curriculum
- bring in real-world examples to learning experiences and
- provide experience of the world of work.

Work by Careers Wales companies to prepare and retain employers' for engagement with education involves:

- the recruitment of employers who are willing to take part in links with schools
- initial advice on insurance, child protection and Health and Safety issues, initial training and the matching of potential opportunities
- a formal Health and Safety check of the work placement
- thereafter the ongoing 'customer relationship management' (CRM) issues involved in maintaining and developing the relationship and perhaps expanding involvement. The impact of recruiting additional or replacement employers and ongoing CRM on CW resources should not be underestimated.

Education business activities have traditionally been focused on five key strands.

- Work experience for young people in schools and colleges.
- Business Awareness and Enterprise.
- Employer Mentoring.
- Teacher Placements into industry and business/commerce.
- Employer support for Curriculum Enrichment and Development.

The change from the careers education and guidance (CEG) and the work-related education (WRE) curriculum frameworks to CWW framework in September 2008 broadened the definition of experience of the world of work through 'work experience' quite dramatically. It now became 'work-focused experience' and includes:

- short blocks of work experience
- visits to industry
- masterclasses with employers and trainers

- business simulations
- work-related community participation
- enterprise activities
- industry days
- experience of a place of work
- experience of the world for those unlikely to be in paid employment
- work-related problem solving activities
- extended work experience
- weekly timetabled work placements
- part-time employment
- work shadowing.

At present CW companies and the EBPs which they support will recruit suitable employers, vet them for Health and Safety where appropriate (for short blocks of work experience for instance) or where necessary recommend CRB checks.

For 2008–09 (the last year for which we have full figures at present) Careers Wales facilitated the following education business activities for learning institutions or with employers:

Work with employers	Plan	Achieved
Number of existing employers Supporting E-B activities	21825	20072
Number of new employers supporting E-B activities	2700	5775
Number of health and safety assessments	10201	13484

Work with Learning Institutions	Key Stage 3	Key Stage 4	16–19	FE	Total achieved
Work experience – number of clients placed	0	33445	4219	1416	**39080**
Number of employers providing placements					**16051**
Enterprise/Business awareness					
Number of institutions with business awareness/enterprise support (including Key Stages 1 and 2)	88	220	39	18	**365**
Number participating in business awareness/enterprise	13270	20980	5903	2162	**42315**
Number involved in setting up small business projects with employer support	4175	12734	4264	1262	**22435**
Employer support/mentoring					
Number of schools with employer support for mentoring/individual goal setting	4	147	6	3	**160**
Number of students receiving employer support for mentoring/ individual goal setting	658	12347	481	149	**13635**
Number of employers providing mentoring support					**435**
Number of business employee mentors					**864**
Curriculum support activities					
Number of institutions with employer support in delivering/developing the curriculum (including Key Stages 1 and 2)	1259	166	55	3	**1483**
Number participating in employer supported curriculum	90059	19437	2663	337	**112496**

It should also be noted that some schools encourage pupils to source their own work experience placements. However, these placements still need to be health and safety checked; and Careers Wales makes every effort to recruit the employers concerned for future placements.

Appendix 7: Glossary

A	
ACEG	Association for Careers Education and Guidance
ACL	Adult and Community Learning
ADEW	Association of Directors of Education in Wales
ALN	Additional learning needs
B	
BIS	Department for Business Innovation and Skills, UK Government
BITC	Business In The Community
C	
CBI	Confederation of British Industry
CEDEFOP	European Centre for the Development of Vocational Training
CLR	Community Learning Representatives
CPD	Continuing Professional Development
CRM	Customer Relationship Management
CW	Careers Wales
CWA	Careers Wales Association
CWO	Careers Wales Online
CWW	Careers and the world of work
CYPP	Children and Young People's Partnership
D	
DCELLS	Department for Children, Education, Lifelong Learning and Skills, Welsh Assembly Government
DE&T	Department for the Economy and Transport, Welsh Assembly Government
DCSF	Department for Children, Schools and Families, UK Government

DWP	Department for Work and Pensions, UK Government
E	
EARLALL	European Association of Regional and Local Authorities for Lifelong Learning
EBP	Education Business Partnerships
EDI	Education Development International
ELGPN	European Lifelong Guidance Policy Network
F	
FEI	Further education institution
G	
GO Wales	Graduate Opportunities Wales
H	
HECAS	Higher Education Careers Advisory Services
HEI	Higher education institution
HEFCW	Higher Education Funding Council for Wales
I	
IAG	Information, Advice and Guidance
ICT	Information and Communications Technologies
IES	Integrated Employment and Skills
IfL	Institute for Learning
IFLL	The Independent Inquiry into the Future for Lifelong Learning
J	
JCP	Jobcentre Plus
K	
KIT	Keeping In Touch

L

LLUK	Lifelong Learning UK
LMI	Labour Market Information/Intelligence

M

MoU	Memorandum of Understanding

N

NEET	Not in Education, Employment or Training
NIACE	National Institute of Adult Continuing Education
NICEC	National Institute for Careers Education and Counselling
NTFW	National Training Federation for Wales

O

OECD	Organisation for Economic Co-operation and Development

P

PSE	Personal and social education

Q

QAA	Quality Assurance Agency for Higher Education

S

SSC	Sector Skills Councils
STEM	Science, technology, engineering and mathematics

T

TUC	Trades Union Congress

U

ULR	Union Learning Representatives
UKCES	UK Commission for Employment and Skills

W

WAG	Welsh Assembly Government
WBL	Work-based learning
WCVA	Wales Council for Voluntary Action
WEA	Workers' Educational Association
WESB	Wales Employment and Skills Board
WHECS	Welsh Higher Education Careers Services
WLGA	Welsh Local Government Association

Y

YES	Youth Entrepreneurship Strategy

Appendix 8: Brief pen portraits of the Review team

Dr Haydn E Edwards

Dr Haydn E Edwards has managed further education colleges since 1985 and recently retired as the Principal and Chief Executive of Coleg Menai. He has served on the boards of several public bodies and is currently a non-executive Director with Estyn, chairs the Welsh Assembly Government's Food and Drink Advisory Partnership and is a trustee of the National Museum of Wales.

Professor Danny Saunders OBE

Professor Danny Saunders is the Head of Lifelong Learning and Further Education College Partnerships at the University of Glamorgan. He is a member of the Ministerial Advisory Group within DCELLS, and also a member of the Wales Employment and Skills Board.

Dr Deirdre Hughes

Dr Deirdre Hughes specialises in assessing the UK and international evidence-base for careers work. She is President of the Institute of Career Guidance, Founding Director of the International Centre for Guidance Studies at Derby University (1998–2008) and an Associate Fellow at the Institute for Employment Research, University of Warwick. She advises various government departments on education and employment policies both within and outside the UK.

Acknowledgements

I am grateful to Dr Deirdre Hughes and Professor Danny Saunders for their valuable work as part of this Review. Their individual insight, perspective, commitment to standards and overall contribution has been critical to the success of this Review, its recommendations and future implications for the careers services. As a team, the three of us have greatly valued, throughout the whole process, the guidance, counsel and support provided by Neil Thomas from the Welsh Assembly Government, the service knowledge and experience of Kirsteen Reed, who has been on secondment from Careers Wales, our discussions with the Reference Group members, as well as the contributions made so willingly by over fifty individuals from a wide range of organisations and institutions during our evidence-gathering sessions. Finally the Review team are grateful to Mike Moss of the Welsh Assembly Government's Careers Policy Branch and to his staff – Mike Barry, Jeremy Howells, Paul Watts, Andrew Bishop, Sylvia Bull and Caroline Wong – for all of their input and organisational assistance.

Dr Haydn E Edwards
Chair

Careers Advisory Service

The Open University

Careers Quick Queries Forum Report
By Adele Merrison & Wendy Woolery

1. Introduction

This report provides a summary of the 'Careers Quick Queries Forum' that ran for ten weeks from **Monday 16th January to Friday, 23rd March 2012.** Five OU careers advisers took turns for two weeks each answering student queries alongside the 'permanent' moderator/careers consultant. Queries from students in Scotland, Northern Ireland and the Republic of Ireland were referred to the relevant national careers adviser, and Alison Tossell and Marina Lennon supported the forum very well.

2. Usage of the Forum –

It isn't possible to say how many students viewed or participated in the forum while it was live, due to the statistics counter being suspended. Many students participated, either actively posting queries, or responding to questions raised by others and sharing information.

There were 501 postings in total. In 2011 we had 759 postings, and 483 in 2010 (although that forum was only 8 weeks long).

There were 151 discussion topics this year. There were 241 in 2011 and 146 in 2010.

Despite the reduction in the number of postings, the forum was still well used by students.

3. Publicity:

The forum was publicised in the following way:

- A message on StudentHome
- A message on Tutorhome
- A message on the News section and the forums page of the Careers Advisory Service website
- To all careers advisers and educational advisers
- A message on the Open Programme website news
- Platform

4. Topics covered in the forum

The forum received questions on a very wide range of topics. The main areas covered are summarised below and in many cases mirror topics from previous years:

Topic	Examples
Career options	What can I do with this degree/ certificate/ diploma? What type of job could I apply for with this qualification?; Career areas: teaching – all sectors, charity management, children's librarian, social and youth work, heritage sector, environmental, finance, law, many relating to health care professions, academic research, translation, computing, finance, counselling and educational psychology, life coaching, counselling / CBT, working in the developing world.
Other issues	Obtaining an OU Reference, difference between a BA and BSc., looking

	for a mentor, vacation placements and internships, when to start and how to find relevant experience, CV and interview advice, how to present OU study on CV.
Concerns	'Too old for retraining?', 'career change at 48?', 'stuck in [not so recent] graduate limbo', advisability of taking two modules at same time, recognition of OU qualifications by employers, confused about options, 'new career for newly disabled person?', difficulties in getting placements/ work experience particularly in relation to social work and nursing with the OU, funding for masters/ training, LLB better than GDL? 'What to do when you want to do everything?'

The forum remained relatively busy throughout the 10 week period, although perhaps given the reduction in the number of postings, there was a need for the moderator to post introductory topics to whip up interest as has been done in the past.

5. Feedback

Informal
Students were grateful for careers adviser/ consultant and student responses and this time tended to send more detailed and longer 'thank yous' indicating actions planned or taken:

1] Thank you for all the links. I've had a quick look, and will look at them again in detail; they are going to be very helpful, thanks! Pat

2] Thank you so much for your help, that website looks like it will be a great help.

3] thank you for the very quick response and the information - I shall certainly follow up your suggestions.

4] Great answers to previous questions, v helpful! I hope you can give me some good advice too!

5] Many thanks that's been very useful & reassuring...especially re: my age queries...and yes, my writing is much less florid than when I was in my twenties!
I have seen the ABSW site and read the 'so you want to be a science writer' article...and I can recommend it to anyone else who may be interested. I will check out the Prospects link too, and the blogging aspect of science writing is a fantastic field to look into...thanks very much for your help! Keep up the great work!!

6] I have started to take a look at the different tools and they look very helpful.

7] Thank you very much for the documents, they were really useful :) I am looking to go to a local university - so my options are Nottingham or Lincoln, and they both have very different entry requirements!

8] thank you for your posting. Your help and advice is greatly appreciated

9] I hadn't thought of either putting together a portfolio of different maths-related volunteer roles (several one-offs, for example). That's a good idea, thanks. And shadowing is also something I hadn't thought about either. I'll arrange a consultation and put all this to them. Thanks a lot.

10] Thank you for all your information, it is much appreciated. I will decide whilst doing my degree which path to take, either adults only (PTLLS) or the PGCE to allow full range of ages. It is nice to know that I now have a choice.

11] Thank you so much for your helpful reply, that has really helped focus my direction. I will have a look at the links you recommend.

6. Exchange of Information between students

An important strength of all of the OU Careers Forums is that they allow students to share experiences and information. The dialogues that took place allowed students to compare experiences, pool knowledge and offer advice, support and encouragement. Examples of the sort of information shared and support offered are:

- **Working in the third sector – how can I get started?**

''What areas are you interested in? I would recommend looking at the Institute of Fundraisings site as they hold introductory courses in the sector or alternatively try Working for a Charity. They also are very good for info on courses and work experience etc.''

''I work in the third sector and it does really seem to be a "who you know" sector so network, network, network!! There are often events happening (about a specific topic or covering a specific regional area) and many will let you attend for free if you say you're a student, so keep an eye out in our region and start the charm offensive;o) It

could also be useful to make yourself know at your region's County Voluntary Council (CVC) as they will have links to the majority of local third sector organisations.''

- **Too old at 48 for a career change?**

''I turned 48 in the summer and am in the latter stages of a degree in Physical Sciences. so I often ask the same questions myself. So you're not alone. I keep telling myself at my age I have a lot more that just my qualification to offer any employer.''

''When recruiting in the past I have always appreciated a mature headed person. We have just covered Organisations & People module on the MBA and in the round, I think its about alignment of person and organisation. There are many fine people who start to think there is something wrong with either them or the prospective employer when no job is offered. The truth is somewhere in the middle. Am not going to get deep technical here...even if I could...but I suggest you can't make yourself fit the job if you don't understand yourself (properly). Thus play to your strengths when matched to a like minded employer.'' He goes on to explain value of knowing yourself and using career interest and personality assessments prior to job search.

- **I am working towards the Leadership and management degree, is there a benefit of also completing the Professional Certificate in Management?**

''I did B628 and B529 as part of my BA in Business Studies. I then decided I might as well do B690 and it was a good decision. First of all, it provided me with some tangible result after studying for 2.5 years on the road to the BA. Secondly, it included a residential school which I really enjoyed because you meet people from all different walks of life and professions which is a great experience in itself. Finally, the Certificate is a qualification in itself and B690 has a very low workload and is not that expensive, so the cost/benefit relationship is really good.''

- **Some professional and learned societies offer student-grade memberships, is there any advantage to joining as a student, purely in terms of attractiveness to employers?**

''It shows a commitment to industry best practice and standards. Commitment to sector, peer networking and personal development opportunities and an enthusiasm for putting yourself 'out there'. Also CPD etc...''

- **When so many careers seem appealing what do you do? Take the plunge and go for one, try to keep your options open and do a little bit of everything or something else.**

''It might be possible to have one than more career; indeed, I think that increasingly more people have 2 or more careers, sometimes because it's the option which is more fulfilling to them, sometimes because of financial considerations. There's a section in the Careers website called 'Portfolio working' which addresses this: http://www.open.ac.uk/careers/portfolio-working.php ''

''Its a brilliant mindset to 'want to do everything'. Well done. I too had that...still do...currently doing OU MBA (B716) and suggest you might even consider that course as an option..if not now..someday. I'm a big fan of MBTI (Myers Briggs Type Indicator - Psychometric) and you can do a free test online. (5mins) and then search your score for career options congruent to your personality. It's pretty accurate (retrospectively) so might be prescriptive for you depending on your circumstances. But it's a good place to start I'd suggest.

The oft referred author Charles Handy (Futurologist) writes about Portfolio Worker in ''The Elephant & The Flea'' if you can find the time, it's a great read as to the future of the organisation and the impact of the worker of the future.''

- **I've just started on the route for a P.P.E degree and wondered if anybody knew some suitable career choices for this subject and if Postgraduate study was highly recommended?**

''I did philosophy at brick unis both undergrad and postgrad. In my experience the skills you gain from PPE will be widely applicable. You should end up with great communication skills, written and spoken (including the very valuable but overlooked skill of giving/taking criticism on contentious issues, with people from variety of backgrounds, without giving/taking offence); creative thinking to generate solutions and critical thinking to assess the solutions of others; good argumentation skills to critique your own ideas and justify them; logical analysis to identify hidden assumptions; and some decent math/stat skills to contribute to technical projects, and analyse data. I hope you can see from this that your degree equips you with skills suitable for many careers.''

- **I am currently working towards a maths degree and I am considering using this to help adults who did not like maths at school. Do you require the PGCE to teach adults?**

''I'm working towards teaching literacy to adults. You don't need a PGCE. The F.E. (further education) institutes prefer the qualifications from the life long learning sector. The first qualification is PTLLS, the second is CTLLS and the final one DTLLS. DTLLS is a diploma level course and takes two years part-time. You can often skip to DTLLS if you have a diploma or degree. PTLLS is the minimum qualification that you need to teach adults but it's a good place to start as it only takes about 3 months part-time and you don't need to have had any teaching experience. DTLLS is problematic only in the amount of hours you need to teach alongside the course. Often with DTLLS people do it alongside their teaching job. For teaching in general there is the PGCE and graduate teaching training which mean that you have more flexibility in being able to teach across age groups.''

7. Conclusions

The forum worked very well, and was well supported by students and careers advisers. There are however a few issues that could be ironed out if the forum is to run again:

- More communication is perhaps needed between the careers consultant and careers advisers to address any issues. Whilst the partnership worked well most of the time, there were times when it wasn't clear who was answering queries on a specific day.

- Some consistency is needed regarding answering course choice questions on a careers forum. Some of the careers advisers (who are also educational advisers) did answer these while others together with the careers consultant referred students to regional or national centre educational advisers. In future, we should be clear that we will not answer course choice queries here, so that students don't expect it on other forums.

- Careers Advisers should refer students in their region/nation to the Quick Queries forum as a matter of course, during the weeks that they are moderating.

- If the forum is quieter than normal, the moderator needs to be more proactive in asking questions and bringing in new students, rather than waiting for questions to be asked.

OU Careers Forum Report – 'How make an impact with your CV' – July 2012

By Hilary Whorrall, Connie Colli and Wendy Woolery

Overview of the Forum

The CV Forum ran for a month from Monday 2nd until Friday 27th July 2012 and was moderated by an external careers consultant, Hilary Whorrall, with the support of Connie Colli, OU Careers adviser in London. The focus of the forum was on 'themes' concerning the construction and tailoring of CVs and the welcome message clearly stated that CVs should not be posted up, as individual feedback would not be given through this means.

During the first week of the forum the moderators posted up information on a variety of CV related topics in order to encourage students to send in their queries. Once the momentum had been established, fairly lengthy discussions on a wide range of topics began to develop, with helpful contributions from a small core of regular participants.

In the last week of the forum the Abintegro CV Builder became available, and students were encouraged to use this and to view the related employer videos. Feedback received from those who had used it to update their CVs, or to construct a CV for the first time was very positive.

Publicity

The forum was publicised in the following ways:

- A message on StudentHome
- A message on TutorHome
- On the Careers website 'latest news' section and on the 'forums' page
- An email to all Advisers (Educational and Careers) and all SSAs (Careers)
- On Platform and on the OUSA website
- Camel emails to a small number of undergraduate and one postgraduate module.

Topics Covered

Posts were received on a wide range of topics, but below is an overview of some of the most common themes:

- How to write a CV when making a career change
- CVs for postgraduate study applications
- CVs for teaching applications
- How to compensate on a CV for gaps in employment
- Having limited or no relevant work experience
- Disclosing a disability and time off sick in a CV
- Choice of referees for a CV
- What employers look for in a CV
- Tailoring a CV to a specific job
- The format for a CV e.g. use of colour, tables etc.
- How much experience to include
- How to make an impact with your CV

- Ageism and CVs

Forum users

The forum was generally busy throughout, with a good response rate to discussions. As well as coming from a mix of backgrounds, the forum users were at very different stages in their studies with The Open University. There were those who were just starting out, those who were part way through, others nearing completion, and postgraduate students.

The number of topics (including the information posted by Advisers at the top of the forum) was 95.

In total there were 395 postings on the forum.

According to the usage statistics collected on the forum there have been around 32,000 views while it was running, which is the highest number for any forum this year! Overall the majority of topics posted were on issues which directly related to the focus of this forum, however there were also a few guidance related issues which arose and these individuals were referred to their regional or national OU Centres, for more in depth discussions with an OU careers Adviser.

It was useful that a few of the regular contributors currently worked in an HR or recruitment capacity, or were themselves employers, so were able to provide a valuable insight into the role of CVs in selection process and to highlight what they personally looked for in a CV. Some of the more lengthy discussions concerned general guidelines for CVs, career change CVs and how much experience to include in a CV.

Information Posted by the Careers Advisers

In order to stimulate discussion especially at the start of the forum, as well as to respond to common queries which were raised by students on the forum, the moderators posted information on a variety of topics, many of which were set as 'sticky posts' so that they were prominent on the front page:

- A career change CV
- Abintegro CV Builder
- Some general guidelines on CVs
- What employers look for in a CV
- CV formats – Word / pdfs
- An insider's guide to how to fill out your CV
- The language of skills
- Covering letters
- How to critique a CV
- CVs for recruitment agencies
- The Guardian CV advice page
- Creating a CV from scratch
- How to write a CV for book publishing
- Digital CVs – the shape of things to come?
- Media related CVs
- Searching the forum

- CV tips and clangers
- What sort of information to include in a CV

Student Feedback via Survey Monkey

For the first time this year participants were invited to send feedback via Survey Monkey. A number of questions were included and this is a summary of the responses:

1. How did you find out about this forum?

The majority of the respondents heard about the forum from the Student Home Page, although reference was also made to direct emails, through their module and via a tutor.

2. Did the forum answer your questions?

Most respondents who posted a query were pleased with the responses they received, either from the moderators or other students. Those who had no specific questions and were just browsing said that the information was useful and referred them onto other resources.

3. Have you / will you carry out some research as a result of this forum?

Many of those who replied said that they'd already taken some action i.e. updated their CV, looked at some of the suggested links, or intended to follow up some of the suggestions made.

4. If you didn't post a question, why not? Did you find what you were looking for on the forum?

Those who hadn't posted questions said that this was because their queries had already been raised by other participants and had been answered, or alternatively that they hadn't managed to get involved early enough to do this.

5. Are you likely to visit the forum again? If so why? If not, why not?

All of those who replied to this question said that they would visit the forum again to see if further information had been posted, or simply as a useful resource.

6. What suggestions do you have for topics for future careers forums?

A number of topics were raised in response to this question, which included career options in psychological therapies; how to help people with 'mental ill health' back into work; covering letters; interview skills; a forum for alumni; careers advice and applications.

There was also one additional comment made which is worth noting:

'*In the future it would be nice to see less advice from fellow participants as I felt some came across as if they knew it all, however, some who were abrasive which I was surprised at and put off by. I feel in this context the careers forum should be answered by careers advisers only.'*

Student Feedback via the forum

During the course of the forum, there were a number of comments posted by students, a selection of which is included below:

"I just wanted to say thank you for all the excellent advice and links you've posted on this forum. Thanks also to everyone else who posted experiences or advice. For once, I'm actually looking forward to updating my CV! Good luck to all those job-hunting!"

"Wow thanks for all the info, I'm very grateful for the advice, I thought I was starting to go on a bit there but you've managed to answer every query! I have explored the PGCE route, and it may be (almost) viable but am keeping that as a backup, it's the taking out of more loans I can't abide! I am certainly going to explore all the options available, there are add-ons to the bursaries as well which may actually make it more worthwhile than the GTP.... I think I'm going to get on and re-write my entire CV now!"

"Got some really good pointers from your email back to Gemma and myself. Really like the way you phrased the career objective which really says what I wanted to tell employers. I had a personal profile on my CV which made sense a long time ago but isn't really me any more so will change it to your version and try to highlight my transferable skills clearly."

"This really helps a lot. Thanks Hilary. I attend quite a lot of professional development workshops and seminars and receive regular supervision so I'll definitely include a professional development section and I'll include a career summary and skills section (with examples), and, yes, for references I will include my course supervisor and perhaps my primary supervisor or placement supervisor. I really appreciate your advice and will work on this over the weekend. I might also contact my regional centre for some feedback and review of it once I have developed it, as I see that you have suggested this as an option in previous posts in this forum."

"Oh, Hilary THANK YOU! Although I will never use all of that "experience", I now will, as you have suggested look into the web page and see how to go about getting the most out of it."

"I would also like to take this opportunity by saying that last night I finished my CV and boy does it look Professional. I am glad that I came across your CV work. I have never enjoyed myself on a computer as much as I have for the past week."

General Comments and future Recommendations

- Overall this forum seems to have gone down well with students. At the planning stage there was some uncertainty as to whether students would engage in a discussion about general themes concerning CVs and that they would simply want individual feedback, this proved not to be the case.

- One of the issues which seemed to face a number of the participants was how to most effectively 'sell' a diverse range of work experience, often with breaks due to family commitments or health / disability issues or as one person put it 'a mishmash of voluntary work and qualifications'.
- For some of the participants who have been out of work for a number of years and who have taken up OU study during this period, it should not be underestimated what a daunting task constructing a CV is, as the first stage of attempting to make a return employment.
- Students were very supportive of each other and provided some valuable advice and suggestions, as well as sharing information about their personal situations.
- Although there were a couple of occasions when CVs which had been posted on the forum had to be removed, there were not any occasions where individual participants were found to be making inappropriate or unhelpful comments.
- Connie Colli OU Careers Adviser in the London Region reported an increase in requests for CV writing advice directly following the CV forum. On one day alone she received 6 requests for CV related advice, however it is difficult to conclude that the CV forum alone prompted the increase in requests for CV advice, as other careers advisers did not report the same level of interest in CV help.
- There was one suggestion that a similar style forum on 'Applications' might be useful for a future topic. In addition it's likely that an area such as 'Preparing for interview' could also form the basis for a lively forum.
- Perhaps 'front loading' publicity to a wide number of students might ensure a greater rate of students' involvement from an earlier stage in the forum. As this was the last of a list of forums, which potentially could have appealed to a wide range of students across all faculties, it was difficult to target specific groups.
- The use of the 'sticky post' facility was helpful to ensure that important messages stayed at the top of the front screen.

Appendix 6: Themed forum report for The Open University

Careers Advisory Service forums 2009-12
Statistics – number of postings

Forums in 2009-10	
Forum	**Number of postings**
Health & Social Care	702
Social Science & Psychology (5 weeks)	502
Quick Queries (8 weeks)	483
ICT & Computing	461
Arts & Humanities	426
Law	263
Science	230
TOTAL	3,067
Average number of postings per forum (not including Quick Queries forum) = 430	

Forums in 2010-11	
Forum	**Number of postings**
Quick Queries (10 weeks)	759
Volunteering	551
ICT & Computing	517
Teaching	478
Health & Social Care	451
Disability	450
Graduate Employers	331
Career Progression & Development	225
TOTAL	3,762
Average number of postings per forum (not including Quick Queries forum) = 429	

Forums in 2011-12	
Forum	**Number of postings**
Science & Environment	676
Quick Queries (10 weeks)	502
CV forum	396
IT Sector Employers	340
Social Science & Psychology (5 weeks)	338
Arts & Humanities	310
Postgraduate	143
Networking	83
TOTAL	2,788
Average number of postings per forum (not including Quick Queries forum) = 326	

SENATE
Student Employability Policy

This paper outlines the University's position in relation to student employability. Senate is asked to **approve** the overall approach to employability set out in the paper and **to approve** the Policy Statement in paragraph 17.

INTRODUCTION

1. Since Senate approval of the paper Open University Student Employability (2005) there have been substantial changes in the policy and funding environment for HEIs and an increasing number of reports have addressed the issue of graduate level employability skills. The key issues introduced in Higher Ambitions from the Department of Business, Innovation & Skills (BIS)[1] were presented in the background paper 'Towards a policy for Open University student employability' (CAVC/10/1/30).

2. This is a fast moving agenda and since that date the University has already begun to address funding changes as a consequence of the Browne Report[2] and to comply with a directive on employability statements from HEFCE (June 2010)[3] to produce a generic student facing employability statement that indicates how the University offers routes into employment.

3. The direction taken by governments across all four nations confirms that higher education institutions are identified as having significant responsibilities in the development of employability skills for students. In England, the Browne Report, together with the Comprehensive Spending Review, will lead to students seeking greater value for their investment in higher education through career enhancement and increases in income.

4. The increasingly divergent approaches to higher education funding policies emerging from Scotland, Wales and Northern Ireland are also subject to Comprehensive Spending Review restraints and they also increasingly expect Universities to demonstrate how student learning contributes to the economy. The June 2010 UKCES paper 'Employability - Incentivising improvement'[4] clearly identifies consumer markets, funding mechanisms, targets and a variety of common measures as top down levers for incentivising improvements in student employability for HEIs. The Browne Report emphasizes this, commenting "Courses that deliver improved employability will prosper; those that make false promises will disappear." (Browne 2010, page 31).

1 *Higher Ambitions. The future of universities in a knowledge economy*, Department for Business, Innovation & Skills, November 2009. Available from http://www.bis.gov.uk/policies/higher-ambitions.
2 Securing a sustainable future for higher education. An independent review of higher education funding & student finance. (12.10.2010) Available from *www.independent.gov.uk/brownereport*
3 HEFCE Circular letters: 12/2010 (10th June 2010)

THE NEED FOR AN EMPLOYABILITY POLICY

5. The OU can no longer afford to adopt a piecemeal approach to supporting student employability that varies according to qualification. The OU needs to strategically position student employability development as an entitlement for all OU students in order to ensure that those who need support will be able to look to the University to help them to acquire the skills that they need. Whilst not all students will be studying with the OU for career reasons[5], the University needs to take explicit steps to demonstrate that it can effectively support the majority who do. Practically this involves:-

a) Enabling students to recognize record and articulate the employability skills that they already have and are developing through study
b) Ensuring that the University offers an employability enabling curriculum and that employability skills are embedded within the curriculum offer
c) Ensuring that the OU communicates the value of OU study effectively to employers.

Appendix A outlines an implementation plan for this work and Appendix B outlines top level policy descriptors for employability skills and the University's pedagogic approach to recognizing, developing and articulating these skills.

6. This entitlement to employability support is particularly important for the growing numbers of younger students studying at the Open University[6]. These students are at an early point in their careers, may well have had limited opportunities to develop employability skills through other areas of their lives and are more likely to be mobile in seeking a complete change in role or organization to advance their career at the end of their studies.[7]

7. New HEFCE requirements for data relating to measurement of employability for undergraduate and postgraduate students will be implemented during 2011. For the Open University this is particularly problematic due to the demographics of the student population and the way in which we currently collect information. For example: many students are already earning and data measuring earnings in graduate jobs may not reflect a significant increase in prospective income for our students.

8. Data related to employability is held in a variety of locations within the OU. Careful consideration needs to be given to the data that will be used to measure the effectiveness of the approaches used to enhance student employability and the success of the student employability policy.

[4] *Employability. Incentivising improvement. UK Commission for Employment and Skills*. (June 2010) Available from http://www.ukces.org.uk
[5] DLHE statistics (08/09) indicate that 52% of OU undergraduates are studying for career related reasons and this figure rises to 63% for postgraduates. The proportion of students studying for career related reasons has been steadily rising year on year from 2006.
[6] Younger students (>25) comprised 24.5% of the 2008 – 2009 student intake (OU Strategy Office 2010)
[7] Employability and the Open Programme: issues for students studying Arts and MCT modules (2010

THE NEED FOR A COHERENT AND INTEGRATED INSTITUTIONAL APPROACH TO SUPPORTING STUDENT EMPLOYABILITY

9. The Open University needs to be able to identify how it supports student employability for all students. Identifying, developing and supporting good practice in the area of student employability remains problematic whilst this activity is an 'opt in' rather than built into the curriculum design quality controlled processes of the University (e.g. Qualification pathways and the Stage Gate process). The move to a qualifications based approach to curriculum design, supported by *OU Futures* (in particular Focus Area 1) will begin to address this issue.

10. Enhancing student employability requires an integrated institutional approach as it involves units across all areas of the university. The work involves a broader range of actions than that of developing an effective Careers Advisory Service; we also need to ensure that the Curriculum and Qualifications offer supports students to acquire and articulate the skills that they gain from learning, that we effectively engage with employers about their needs and that we articulate to employers the strengths and achievements of Open University students.

11. Work with the Social Sciences faculty established that the existing undergraduate levels framework could be used to develop a broad range of employability skills. The undergraduate levels framework (ULF) is already embedded as a tool for curriculum development across the University and covers the broad range of employability skills identified by Universities UK[8].Personal Development Planning (including reflection on learning) and team working, whilst possible within the ULF, were identified as crucial to employability skills development and generally understood as problematic for the Open University; problematic in terms of both learning delivery and the engagement of learners in developing these skills.

12. The student employability project found that a significant number of modules across OU provision *are* offering team working and personal development planning activities to their students, yet these skills do not seem to be embedded in the OU curriculum in a coherent way – and we do not communicate to employers and the public that the OU is ground-breaking in its approach to developing these skills through online pedagogy.

13. The project also confirmed that the University does not currently have adequate measures for student employability, either in terms of employment outcomes, or in measures of the developing capabilities of students as they progress through their studies. External measures of success for Universities, in particular the move to establish Key Information Sets (including employability measures) for all Universities in England and Northern Ireland during 2011-12, also provide reasons for developing appropriate measures.[9]

14. Alongside measurement, which needs to suit the unique and special characteristics of OU students and their employability, work in the area of auditing the quality of the curriculum offer from the OU also needs to be completed. A review of audit tools used by other Universities has taken place, but the tools need considerable adaptation to the learning and teaching environment of the OU.

[8] Employability – Incentivising improvement, UKCES 2010 (page 10)

STUDENT EMPLOYABILITY POLICY

15. The proposed student employability policy has been discussed in a number of committees and fora over the last year and the main arenas are indicated below. As a result of these meetings we have made a number of amendments to the policy and then most recent are outlined in Appendix C:

a) Curriculum Awards and Validation Committee (CAVC/10/1/30) on 16th March 2010 and 8th March 2011.

b) Learning Teaching and Student Support Committee (LTSSC/10/2/4) on the 17th May 2010 and the 16th May 2011 and has been circulated around the regions and nations

c) Central Consultative Committee (CCC/10/2/1) on 3rd July 2010 and 11th December 2010

d) Student Employability: A 4 Nations Conversation. 5th July 2010

e) The University Consultation which took place during November 2010.

f) Vice Chancellor's Executive in February and May 2011.

16. The policy takes account of the variety of contexts in which OU students undertake study and supports the University's Equality and Diversity Scheme. This could be part-time or full-time, within the four nations of the UK or internationally. The policy will support the University's approach to widening participation in the UK and support for international students will be developed in line with the international strategy. It is intended that policy implementation should be completed within two years (September 2013, see Appendix A). The approach to developing student employability is set out in Appendix B.

17. The proposed employability policy statement is as follows:

a) The University acknowledges the diversity of the OU student population and the need to recognize that the individual aspirations and motivations of students are distinct and varied in relation to career and personal development. The University undertakes to provide student centric support for employability skills development which:

- Responds to student motivations for study and changes in their goals over time
- Supports the aspirations of those in work and those seeking to begin or change their careers
- Informs students about the local and global environment which forms the context for their study and working lives.

b) The purpose of the student employability policy is to ensure that the Open University explicitly addresses and supports student employability through curriculum design, teaching and learning, corporate and student support services.

c) The University understands student employability as: ***'A set of achievements and personal attributes that support individuals in developing their careers, raising their aspirations and enabling students to further their contribution to society.'***[10]

d) All students are entitled to supported personal development planning through a variety of tools which offer both structured activities and signpost other services and resources, either as an intrinsic part of their programme of study or through signposted optional activities.

[9] Appendix A Section 8 sets out the steps necessary for developing appropriate measures.

e) The University will clearly indicate how student employability can be enhanced through study across the range of curriculum: vocational, professional, work-based learning, knowledge-based modules. It will also explain how particular study pathways can contribute to enhancing employability.

f) The University will continue to integrate higher level skills development within curriculum design, offering students a range of opportunities to reflect upon and articulate the skills that they have gained from their studies.

g) To ensure curriculum relevance to employment, the University will develop appropriate links with employers and professional bodies, and will continue to develop opportunities for students to gain credit for learning achieved outside of the institution.

h) The University recognizes and values the capacity of OU students for autonomous and self-directed learning, important employability skills in themselves. We will provide students with opportunities to assess their own needs for development activities that support their employability.

INSTITUTIONAL RISKS

18. There is an opportunity for the OU to enhance its position as a substantial provider of students with well-developed employability skills, and a risk that if it does not then opportunities will be missed. Whilst no direct income streams are linked to the activities required for implementation, the policy will be important to generating income via student enrolments in the future.

19. Some activities identified (provision of employability statements at qualification level, provision of Key Information Sets) will be required (at least by HEFCE) over the next year. Adopting a piecemeal approach to external policy drivers and the new consumer environment in the area of student employability means that the OU would maintain its current inconsistent and patchy approach with a potential financial risk for the University.

20. There is an additional medium level risk of the project not being implemented effectively due to the limited resources and distributed responsibilities between the Units involved in this proposal. This risk will need to be mitigated through a well-managed implementation plan and appropriate coordination processes.

[10] This definition updates the OU definition previously approved by Senate (S/05/01/9 March 2005). It is developed from definitions used in the Universities UK and the CBI 'Future Fit' report 2009, the Association of Graduate Recruiters Report 2010 and the internal consultation with OU staff and students.

Queens University Belfast

Submission from the Queen's University of Belfast
August 2012

Summary

The purpose of this memorandum is to provide written evidence to the Committee for Employment and Learning's inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The memorandum provides information on the provision of CEIAG delivery at Queen's University Belfast including the role of CEIAG in the curriculum, central support for CEIAG and the approach taken to ensure an integrated and coherent approach to CEIAG.

The memorandum also provides information on the ways in which the University seeks to achieve and support the process of professionalisation of those who deliver CEIAG including training and development opportunities.

The contents of the memorandum therefore focus on Terms of Reference 1a and 2.

DEL Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

Submission from the Queen's University of Belfast

1 Introduction

1.1 The Queen's University of Belfast welcomes the level of attention to CEIAG that this inquiry brings as it highlights the importance of equipping individuals with the necessary skills and understanding to make appropriate career transitions, supporting them on their journey throughout life, for the benefit of both a successful economy and the individual's well-being.

1.2 This submission focuses particularly on the terms of reference 1a and 2 and will reflect the University's experience and developments as a way of contributing to the discussion of how policies, procedures and practices can be improved in order to maximise the delivery of CEIAG to stakeholders to the benefit of individuals, the region and the economy of Northern Ireland.

1.3 The University strongly supports a partnership approach to the delivery of CEIAG and has sought to forge and develop such partnerships, recognising that a close relationship with schools and employers is vital given that the student experience is aligned in a continuum from school to university and towards employment and modern-day citizenship. Examples of this partnership include:

- Engagement with schools and prospective students through school visits and University-facilitated Open Days
- Delivery of events for Careers Teachers in partnership with key stakeholders, including employers and Invest NI
- The establishment of a University Employer Forum in 2012 and a Head Teachers Forum in 2011
- University School-based Industrial Panels and Employer Forums to ensure relevant input to curriculum development and delivery
- Ongoing engagement with Invest NI, including meeting with inward investors to confirm graduate talent

- Ongoing collaboration with our Students' Union in the joint promotion and delivery of opportunities to support student employability
- Engagement with Alumni networks; local, national and international.

Maria Lee, Head of Educational and Skills Development at Queen's, is a member of the PREPARING FOR SUCCESS STEERING GROUP.

1.4 The employability and destinations of our graduates are a strategic priority for Queen's, as reflected in our new Corporate Plan (2011-2016) and Education Strategy (2011-2016). The University has sought to develop a strategic approach underpinned by strong leadership to ensure that CEIAG is integrated appropriately to support our students' achievement, attainment and progression. The Pro-Vice –Chancellor for Education and Students, Professor Ellen Douglas Cowie, has developed an Employability Framework which seeks to provide an effective co-ordination of strategies which will ensure that support for CEIAG is planned coherently, thus maximising the successful progression outcomes for Queen's students. A key element of the framework is the ongoing monitoring, reviewing and evaluation of provision so that destination and progression outcomes can be assessed, based on evidence and, whenever necessary, further developments can be made to enhance outcomes for our students and graduates.

1.5 This work is not without its challenges. It is important that students and graduates learn to take personal responsibility for managing their own career development. The CEIAG needs of students are diverse, however, and students are often exposed to varied and not always accurate informal messages about their career opportunities in the wider environment. Further student engagement is variable and can be affected by personal maturity and perceived application of studies to employability. In addition, the challenges of increased competition from global graduate mobility and the complexity of role requirements of changing economic circumstances necessitate a dynamic delivery of CEIAG activity. As a minimum, all our students have access to CEIAG through a central online portal of information and developmental opportunities. We continue to innovate CEIAG initiatives within and without the curriculum to increase engagement of all students. CEIAG is accessible at all levels of study from first to postgraduate year, offering support in the development of knowledge and practice of skills to manage successful transition from University to employability in the modern world of work.

2. TOR 1: Investigate and identify any inconsistencies/issues in the delivery of CEIAG, including:

Provision of CEIAG delivery in primary and post primary schools, further education and higher education – may include consideration of the role of CEIAG in the Curriculum, delivery of CEIAG resources available to deliver CEIAG via the education system and methods which may improve delivery

2.1 The Queen's University of Belfast has a dedicated Careers, Employability and Skills Service which offers a wide range of professional support services to help students develop their career potential, make appropriate career choices and manage their transition beyond University to a position of employability.

2.2 The Service is open to all students at any stage of their University programme and to graduates for up to two years after graduation. The Service aims to:

- support students in their career preparation and development.
- enable/empower them to make and implement effective career choices.
- facilitate their successful transition into graduate level work, further study or training.

2.3 Specifically, the Careers, Employability and Skills Service provides the following:

- professional advice and guidance (between 1 October 2011 and 31 May 2012, 1,948 participated in one-to-one duty/guidance interviews, and 12,252 student email guidance queries were answered)
- accredited career education and Career Management and Employability Skills programmes. Examples include London Law and Finance study tours, Insight into Management and close involvement with programmess such as Study USA, US-NI Mentorship.
- workshops and events led by professional careers staff to support graduate recruitment selection methods
- careers information (http://www.qub.ac.uk/directorates/sgc/careers/)
- extra-curricular skills development opportunities with accreditation through the University's Degree Plus framework (www.qub.ac.uk/degreeplus). This programme has been rated highly in a benchmarking exercise involving similar programmes at other UK Universities and is sponsored by PwC and Santander. The first cohort of students graduated in 2010 and to date 1,430 students have graduated with the Degree Plus award
- access to managed databases of employment opportunities at undergraduate and postgraduate level ranging from part-time employment through to placement/internship and graduate jobs
- access to a range of work-related opportunities including alumni mentoring, employers visits, work placement opportunities, both locally and nationally
- access to study abroad opportunities e.g. Erasmus semesters and Study USA programme
- engagement with graduate employers on campus – through careers fairs, workshops, business games etc. To illustrate, between October 2011 and May 2012, 3,920 students attended ten recruitment fairs which involved 270 employers.

2.4 The University aims to ensure that students on all courses should leave the University with graduate attributes and skills which are not only intellectually sound but also employer relevant. A key challenge for the University is the timely and early engagement of all students. To support this, the University aims to embed CEAIG at all undergraduate levels with comparable provision in place for postgraduate taught and research students; some of these incorporate module accreditation, while others sit alongside the academic curriculum. Many involve employer and Alumni input with some opportunity for informal mentoring by employers and links to opportunities for internship and work placements. We are committed to increasing the opportunities for students to gain work related experience and are working towards ensuring that all our students can avail of some form of work related learning in the course of their studies at Queen's. This embedding is seen as an important step to ensuring universal student engagement with CEIAG and is an activity which we are continuously reviewing and developing to better enhance the engagement.

2.5 CEAIG activities typically revolve around educating students about career options, providing labour market information, facilitating work related experiences, supporting self-reflection, career decision-making and the implementation of career action plans and enabling practice and feedback in recruitment selection methods. CEIAG provision is intended to meet the needs of students within a particular discipline so some variation is inevitable and even desirable. For some students this type of broad support may be all that is needed to help them formulate their own career plans and further careers intervention may be called for only when the student is preparing for selection processes. Other students, however, may require significant one-to-one intervention in the form of guidance or career coaching. Access to good CEIAG is particularly important in non-vocational disciplines where students' career goals may be less clear. For this reason, CEIAG provision in Schools is complemented by a range of centrally-provided guidance and information services as outlined in 2.3 above.

2.6 To support the embedding of CEAIG, Careers, Employability and Skills work with key staff in each academic School such as the Directors of Education and the Careers Liaison Advisers to establish a foundation for the development of CEIAG provision.

An example of a phased programme of CEAIG activities would include seminars/workshops/ engagement on the following topics:

Year 1

- Using time at University
- Opportunities for skills development
- Opportunities for work experience / part-time employment
- Balancing part-time work and study

Year 2

- Career Planning
- Preparing for work experience and study abroad
- Mapping skills and work experience
- Learning and reflecting on higher education experience
- Preparing CV / On-line applications
- Feedback and practice in placement recruitment and selection methods

Year 3

- Career Planning / decision-making
- Reflecting on skills development and experience following work experience
- Refining CV / Application
- Jobsearch activities
- Feedback and practice in graduate recruitment selection methods

3. TOR 2. Assess the process of professionalisation of those who deliver CEIAG, particularly in post primary schools & colleges, including what training is available and how accessible it is

3.1 An important factor in ensuring quality of provision is that it should be delivered in a way that makes the most of the knowledge and expertise of everyone involved. We believe this is best achieved through a partnership model of delivery involving academic staff working closely with careers advisers who have expertise in careers guidance and up to date labour market information (LMI) and knowledge of the world of work. This partnership is supported by wider team of information specialists and employer engagement officers. In addition, we involve a wide range of internal and external stakeholders who contribute to the employability and development of students both within and outside the curriculum. This includes, for example, staff from Queen's University Belfast Students' Union involved in volunteering and entrepreneurship, alumni and employers providing work experience opportunities.

3.2 Given the diversity of needs, we require our Careers Advisers to have high-level skills in career advice and guidance, and an increasingly sophisticated knowledge and understanding of the graduate labour market.

3.2 Professionalisation of those delivering CEIAG in Queen's is addressed in three ways:

- Accreditation of the Service: Queen's Careers, Employability and Skills was accredited in 2006 under the Government's 'Matrix' Standard (www.matrixstandard.com) and reaccredited in 2009. It is a member of the Association of Graduate Careers Advisory

Services which is the professional association for higher education careers practitioners (www.agcas.org.uk) and the Association of Higher Education Careers Services (www.ahecs.ie).

- Quality assurance: The Careers, Employability and Skills service is governed by the Quality Assurance Agency for Higher Education (www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section8/default/asp). As such, its activities are subject to scrutiny during institutional reviews.
- Professional qualification of the staff: Careers Advisers are all professionally qualified and engage in continuous professional development activities. In the main, we ask that Careers Advisers have achieved a guidance qualification either before starting to work with us or within a short number of years of taking up post. We also expect staff to demonstrate a commitment to Continuing Professional Development (CPD). In addition to updating core knowledge and skills, we support staff to keep pace with the dynamic contexts in which they work and to develop knowledge and skills in new areas of economic priority. Areas of focus include labour market information (LMI), information and communications technology and opportunities for further development of 'specialisms' e.g. support international students, enabling staff to respond to developments in the labour market and changing needs of students.

3.3 Higher Education Careers Advisers also have a dedicated professional members association which is the Association of Graduate Careers Advisory Services (AGCAS) in the UK and the Association of Higher Education Careers Services (AHECS) in the Republic of Ireland. Both bodies provide the following support for their members to access:

- a professional network, support & expertise across the sector.
- a wide range of resources, publications, communications and reports.
- accredited professional development & training support.
- support for quality enhancement, impact measurement & benchmarking.
- professional leadership and a strategic voice at national level to influence policy & practice.

The Royal Belfast Academical Institution

MEMO

Memo To: The Committee for Employment and Learning

From: Darren O'Neill (Head of Careers, The Royal Belfast Academical Institution)

Date: 24/08/2012

RE: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

Executive Summary

The World of Work is ever-changing, with businesses seeing their markets and their working lives changed by globalisation, technological innovation and the information technology revolution. With these facts in mind RBAI realises that Careers Guidance is more important than it has ever been. The school is fully committed to ensuring all our pupils receive comprehensive Careers Education, Information, Advice and Guidance (CEIAG) to prepare them for adult and working life.

The Careers Department at R.B.A.I. is a busy, forward thinking department with the aim of equipping the pupils with the skills and decision-making strategies required to make informed choices in line with their career aspirations.

A summary of the Provision of CEAIG at RBAI in each of the key stages is set out below, with a more detailed overview outlined within the relevant section of the main document:

Overview of CEIAG at RBAI:

Key Stage 3:

In Years 8 and 9 all boys at RBAI are delivered an Education for Employability module as part of Learning For Life and Work (LLW). Individual lessons incorporate Work in the Global Environment; Career Management; and Skills and Qualities required for work.

In Year 10 the Careers department begins to play a bigger role. Before pupils make their vital GCSE choices, they are provided with detailed Careers Information, Advice and Guidance, to enable them to make informed choices. Pupils are delivered a 12 week Careers Module, delivered 1 period per week through Employability; they are given a Careers Library Tour; have a one-to-one interview with the Year 10 Careers Adviser; attend a STEM Careers Awareness event; attend the school GSCE Options and Information session and evening (for pupils and parents). They also gain an insight into careers in the IT sector through a 'Bring IT on' Careers Event held at the school.

Key Stage 4:

In Year 11&12 pupils are again taken through the Education for Employability programme, as part of the Learning for Life and Work Programme. In Year 11 lessons incorporate Work in the Local and Global Economy and Enterprise and Entrepreneurship

In Year 12 pupils are taken through the Employability programme with the focus very much on Career Management, with an additional module on Work in the Local and Global Economy. There is 1 period per week of Employability – this is broken up into two sections:

- Section A: This focuses on **Career Management (identifying skills & qualities, target setting, personal career planning, post-16 options). At the end of this section the boys will produce an 'Action Plan'**.

- Section B: The main focus is on **Recruitment and Selection (where to look for jobs, applications, interviews). At the end of this section the boys will produce a CV**.

In addition, pupils will be provided with the following careers education, information, advice and guidance:

- **Career/ Options Post 16 Presentation**
- **A one-to-one interview** with either Mr Gamble (Year 12 Careers Adviser) or a DEL Careers Adviser
- **Attendance at the Annual RBAI Careers Convention** (March)- with over 60 Universities and Career professions in attendance!
- The opportunity to attend **weekly talks on specific career areas** (e.g. Armed Forces, Media, Law, Medicine, Pathology, Chemical Engineering, Software Engineering, Sports Studies, Accountancy, Belfast Metropolitan College).

Key Stage 5

The majority of our sixth form pupils proceed on to Higher or Further Education. In preparation the Careers Department delivers a comprehensive weekly Careers Programme to ensure all our pupils have the most up-to-date information, guidance and advice to enable them to choose the correct career pathway most suited for them (see relevant area of document for more specific detail on the programme). In addition a number of guest speakers visit the school to deliver talks on a variety of careers and career-related issues.

In addition to the weekly careers programme, the Careers Department also provided the following for our 6th form pupils:

- The Annual RBAI Careers Convention (over 60 Universities and Career professions in attendance)
- Work placement (3 days max) anytime during the first two terms.
- The opportunity to attend talks on specific career areas (e.g. Media, Law, Medicine, Pathology, Chemical Engineering, Software Engineering, Sports Studies, Accountancy, Belfast Metropolitan College)
- General talks (e.g. GAP year, What Graduates Do, InvestNI, Further Education Colleges)
- Preparation guidance for applying to Universities/Colleges through the UCAS system
- A one-to-one interview with the Higher Education Adviser/Head of Careers/The Principal
- A Higher Education Information Evening for parents (February)

Partnerships with External Agencies:

The school works with a wide variety of external agencies. Examples include former pupils delivering careers talks on their chosen profession, e.g law, engineering, medicine, etc; Further and Higher Education Institutions; BELB Student finance; Sentinus; SBALC; NISCA. The school also has more than 60 Professions and Higher Education Institutions attending its Annual Careers Convention.

The school has a robust Partnership Agreement with the DEL Careers Service, with a DEL Careers adviser being allocated to fulfil the duties of that agreement for that particular academic year. The DEL Career adviser will hold individual interviews with Year 12 pupils who are on the School Learning Mentor Group (see document for details of this group), who may seek an alternative post-16 route, to A-Level Study. They will also interview Year 13 &14 pupils who are not looking to enter Higher Education. Finally they will deliver a GCSE Options talk to Year 10.

Suggested recommendations

The Committee should look to address what training and professional qualifications they or relevant bodies can offer staff involves in Careers Guidance in schools for their professional development.

Finally, a key recommendation would be to have key stakeholders, e.g Investni, DEL or large employers, delivering Careers presentation to schools on a regular basis on current Labour Market Information.

Introduction

This memo is in response to your request for information regarding CEIAG provision in Northern Ireland. As Head of Careers in a post-primary school, The Royal Belfast Academical Institution (RBAI), I will look to address the specific terms of reference of your enquiry. Specifically my main aim is to provide an overview at the school, in order to enable the committee to implement the terms of reference. I will also provide an Executive Summary, which will summarise CEIAG Provision at RBAI, as well as making suggestions to improve CEIAG provision throughout Northern Ireland.

Provision of CEIAG delivery in post primary schools

RBAI is fully committed to ensuring all our pupils receive comprehensive Careers Education, Information, Advice and Guidance (CEIAG) to prepare them for adult and working life.

Careers Staff at RBAI

CEIAG is provided throughout the school by the Staff of the Careers Department:

- Mr. D. O'Neill (Head of Careers)
- Mr. C. Leathley (Head of Higher Education)
- Mr. G. Russell (Senior Careers Advisor)
- Mr. A. Douglas (Oxford and Cambridge Advisor)
- Mr. S. Gamble (Year 12 Careers Advisor)
- Mr. S. McMullan (Year 10 Careers Advisor)

CEIAG Overview at RBAI

KEY STAGE 3

Years 8 & 9

From Year 8 all boys at RBAI are delivered an Education for Employability module as part of Learning For Life and Work (LLW). The individual lessons incorporate 4 key dimensions:

- Work in the Local and Global Economy
- Career Management
- Enterprise and Entrepreneurship
- Skills and Qualities for Work

The whole thrust of this module in Year 8&9 is to enable each pupil to begin to plan their own personal career development on a more informed basis. Such a basis should then contribute to them making a more rationale career decision in later years.

Year 10

The Careers department begins to play a bigger role at the end of Key Stage 3, when pupils are in Year 10. Before pupils make their vital GCSE choices, they are provided with detailed Careers Information, Advice and Guidance, to enable them to make informed choices. The Year 10 Careers Programme is outlined as follows:

Month	Careers Event
Sept	· 12 week Careers Module, delivered 1 period per week through Employability.
Oct	· Introduction to Careers Programme. · Careers Library Tour · A one-to-one interview with Mr McMullan (Year 10 Careers Adviser). *These interviews will take place from Oct-Feb. · STEM Careers Awareness Event (run by external agency :'Eye for Education')
Nov	· GCSE Options and Careers Information session, delivered by Head of Careers and Head of KS4.
Dec	· Higher Education Courses and Student Life, delivered by QueensUniversity,Belfast · Project Business, run by Head of Business Studies.
Jan	· GCSE Options Talk, Department of Employment and Learning. · End of Key Stage Information Evening (Parents only) · 'Bring IT on' event (external agency), underlining variety of careers available in IT sector.
Jan/Feb	· Deadline for pupils making their GCSE Choices.

KEY STAGE 4

Year 11

In Year 11&12 pupils are again taken through the Education for Employability Programme, as part of the Learning for Life and Work Programme. In Year 11 the focus is on:

1. Work in the Local and Global Economy

2. Enterpriseand Entrepreneurship

In addition in Year 11 pupils will take part in an 'Entrepreneurship Master-class' event, run by the Business Studies department at Inst.

Year 12

In Year 12 pupils are taken through the Employability programme with the focus very much on Career Management, with an additional module on Work in the Local and Global Economy. There is 1 period per week of Employability – this is broken up into two sections:

- Section A: **This focuses on Career Management (identifying skills & qualities, target setting, personal career planning, post-16 options). At the end of this section the boys will produce an 'Action Plan'**.
- Section B: **The main focus is on Recruitment and Selection (where to look for jobs, applications, interviews). At the end of this section the boys will produce a CV**.

In addition, pupils will be provided with the following careers education, information, advice and guidance:

- **Career/ Options Post 16 Presentation**
- **A one-to-one interview** with either Mr Gamble (Year 12 Careers Adviser) or a DEL Careers Adviser
- **Attendance at the Annual RBAI Careers Convention** (March) - with over 60 Universities and Career professions in attendance!
- The opportunity to attend **weekly talks on specific career areas** (e.g. Armed Forces, Media, Law, Medicine, Pathology, Chemical Engineering, Software Engineering, Sports Studies, Accountancy, Belfast Metropolitan College).

Learning Mentor Group at Key Stage 4:

In Year 11 a Learning Mentor group is identified as pupils, who at present standards of work, would fall below the level required to gain entry to 6th form and/or who may be suited to alternative post-16 routes, other than A-Levels. This group will be interviewed individually by schools DEL Careers Adviser in Year 12, as well as working in a structured programme with the 2 Learning Mentor teachers in the school, who will look to raise their level of aspiration, motivation and attainment.

KEY STAGE 5 (YEARS 13 & 14)

The majority of our sixth form pupils proceed on to Higher or Further Education. In preparation the Careers Department delivers a comprehensive weekly Careers Programme to ensure all our pupils have the most up-to-date information, guidance and advice to enable them to choose the correct career pathway most suited for them. In addition a number of guest speakers will be visiting the school to deliver talks on a variety of careers and career-related issues.

Every year we have sixth formers who are prepared for and gain entry to Oxford and Cambridge University. The schools' Oxbridge Adviser, Mr. Douglas, advises and supports all RBAI Oxbridge applicants through this rigorous process.

Below is an outline of the weekly CEIAG programme for Year 13 and 14, as well as who delivers these talks/presentations. (Please note this programme is constantly under review and is subject to change on an annual basis)

Year 13	Year 14
Work Experience (Head of Careers)	UCAS Registration and Process (Head of Higher Education and Head of Careers)
Introduction into Higher Education (Head of Higher Education)	Queens University & UU Open Days
University Admissions and Life (Delivered by English University)	Process of What Happens Next after you have made your University application (Head of Careers)
What do Graduates Do? (Queens University)	Interview Skills (Head of Higher Education)
Choosing University Courses (Head of Higher Education and Head of Careers)	UCAS Round-Up/ Scheduling Interview practice
Careers Guidance Interviews and Action Plans (Head of Careers/Head of Higher Education)	Student Finance (BELB and Queens University)
Choosing Universities (Head of Higher Education)	Student Welfare (Queens University)

Queens University, University of Ulster Admissions.	
Scottish Universities	
UCAS Convention (Kings Hall)	
UCAS Personal Statements (Head of Higher Education)	UCAS Clearing, Adjustment and Extra

In addition to the weekly careers programme, the Careers Department also provided the following for our 6th form pupils:

- The Annual RBAI Careers Convention (over 60 Universities and Career professions in attendance)
- Work placement (3 days max) anytime during the first two terms.
- The opportunity to attend talks on specific career areas (e.g. Media, Law, Medicine, Pathology, Chemical Engineering, Software Engineering, Sports Studies, Accountancy, Belfast Metropolitan College)
- General talks (e.g. GAP year, What Graduates Do, InvestNI, Further Education Colleges)
- Preparation guidance for applying to Universities/Colleges through the UCAS system
- A one-to-one interview with the Higher Education Adviser/Head of Careers/The Principal
- A Higher Education Information Evening for parents (February)

Partnerships with External Agencies:

- The school works with a wide variety of external agencies. Examples include former pupils delivering careers talks on their chosen profession, e.g law, engineering, medicine, etc; Further and Higher Education Institutions; BELB Student finance; Sentinus; SBALC; NISCA. The school also has more than 60 Professions and Higher Education Institutions attending its Annual Careers Convention.
- The school has a robust Partnership Agreement with the DEL Careers Service, with a DEL Careers adviser being allocated to fulfil the duties of that agreement for that particular academic year. The DEL Career adviser will hold individual interviews with Year 12 pupils who are on the School Learning Mentor Group, who may seek an alternative post-16 route, to A-Level Study. They will also interview Year 13 &14 pupils who are not looking to go into Higher Education. Finally they will deliver a GCSE Options talk to Year 10.

The impact of the budget cuts on the delivery of CEIAG across Northern Ireland.

Budget cuts mean that all schools must restrict overall spending and this of course has a specific effect on all departments within a school, including Careers Departments.

However despite budget cuts, RBAI has invested heavily in Careers, and has in fact expanded the number of teachers' responsible for Careers Provision from 5 to 6 for the academic year 2012-13.

Assess the process of professionalisation of those who deliver CEIAG, particularly in post primary schools & colleges including what training is available and how accessible it is.

As outlined previously CEIAG is provided throughout the school by the Staff of the Careers Department:

- Mr. D. O'Neill (Head of Careers)
- Mr. C. Leathley (Head of Higher Education)
- Mr. G. Russell (Senior Careers Advisor)
- Mr. A. Douglas (Oxford and Cambridge Advisor)
- Mr. S. Gamble (Year 12 Careers Advisor)
- Mr. S. McMullan (Year 10 Careers Advisor)

All the above staff are also full-time subject specific teachers within the school. Good practice is also shared within the South Belfast Area Learning Community, with regular meeting of the Head of Careers for each of these post-primary schools. Careers Staff also attend various conferences on an annual basis. These include:

1. The Careers Teachers Convention run by NISCA

2. The Careers Teachers Convention run by Queens University

No formal or professional training has been available from the Department of Education in recent years specific to Careers.

Conclusion

RBAI realises the vital importance of providing comprehensive CEIAG and is fully committed to making sure every single pupil is fully prepared for adult and working life. I have provided an overview of how we look to achieve this and hope you find the information contained in this document useful and relevant to your review.

Kind regards,

Darren O'Neill

Head of Careers
The Royal Belfast Academical Institution

School Employer Connections

Introduction

> *"Work experience is a vital stepping stone to help young people on the path towards employment. At its best, work experience can inform career choices and open young people's eyes to careers they'd not previously considered, or didn't even know existed. It boosts self-confidence about entering the world of work and helps to instil the attitudes and behaviours that will be expected of them. For some, it offers an opportunity to prove themselves to a future employer. When recruiting for jobs, employers consistently prefer candidates who already have some experience. For all these reasons, we want to make it easier for young people to find good quality work experience. But the evidence suggests that it is getting harder. Too often, gaining experience relies upon existing contacts. For those who don't have access to a ready-made network, this represents a clear barrier to entry. If we are to address the UK's youth employment challenge, it is essential that we find a way for all young people to benefit from these opportunities."*

Commissioner Valerie Todd, Commissioner, UK Commission for Employment and Skills, Talent & Resources Director, Crossrail, Scaling the Youth Employment Challenge, March 2013

School Employer Connections was founded over ten years ago with the clear aim of meeting the key challenges identified by Commissioner Valerie Todd in the introduction to the report 'Scaling the Youth Employment Challenge'. Operating since 2001 in the North West, each year SEC assists over fifteen hundred students into Work Experience, we arrange visits for class groups to local employers and co-ordinate Career Events for schools, bringing students into contact with employers operating in emerging sectors such as ICT, software development, tourism and hospitality. We believe that our support programmes are as necessary today as they have ever been. We say this with a number of factors in mind, including the following:

a) The impact that the economic decline has had on the aspirations of our young people, specifically those without the necessary qualifications, skills and experience to access what opportunities there are within the current and future labour market.

b) That some young people still leave education each year without the sufficient qualifications and/or preparation to secure employment, adding to the rising level of youth unemployment and the 46,000 young people in NI categorised as Not in Education, Employment or Training (NEET).

d) Evidence from employer surveys suggest that many school leavers do not have the right 'core skills', skills such as problem solving, communication and team work. In March, the CBI recommended that *'well organised and relevant work experience can raise students awareness of the core skills required for employment….motivating students to apply for apprenticeships or to directly access employment combined with continued learning"*.

e) It is widely recognised that not enough of our students are showing an interest in the key growth sectors related to our economic development. Many students are choosing GCSE and A-Levels related to courses in 'traditional' sectors i.e. medicine, teaching, and law, where the employment prospects in NI, Ireland and the UK are low. Conversely, the career prospects for students in sectors such as ICT, engineering and emerging sectors such as food science and renewable energy are not attracting enough students to service these industries.

In meeting all of the above challenges, the role and work of School Employer Connections is important for each stakeholder; the student, the school staff, the parents/guardians and the employers. In essence the role that School Employer Connections can provide is as follows:

- To ensure that students, in particular those students without limited or no contacts with employers, can avail of a **well prepared and worthwhile work experience placements**. Ideally, this work placement is maximised by work done in school by the student themselves and ideally also at home. (Issues and recommendations on how work experience should be integrated with careers advice and information is reflected in SEC's submission on the DEL Committee Inquiry on CEIAG).
- SEC can encourage students, mainly through working with school staff, to avail of SEC arranged class visits to employers, particularly to employers working within emerging sectors in the economy referred to above.
- SEC can encourage and support employers to offer work experience along with supporting a wide range of interactions with teachers and students including **teacher/industry networking and interactive events where employers can stimulate students** about a career in their particular sector. Currently SEC is arranging the largest Science and Technology Festival ever held in the NW Region where over 6,000 students will attend week beginning September 9th.

Recommendations to the DEL Committee

1. Since 2003/04, SEC has had no increase in our core funding of £110,000 from DENI. This has placed considerable restrictions on SEC's ability to provide supports to all students. SEC is limited to arranging around 1,100 work placements each year, however we estimate that between 5,000-6,000 students need our service.

2. SEC has developed considerable expertise in the development, management and evaluation of work experience for students in post primary schools in the North West. This expertise reflects our commitment to best practice, quality governance systems e.g. risk assessments (incl. H&S, Child Protection, Data Protection and Confidentiality. ***It is not acceptable that some students are lucky to avail of supports from SEC to access Work Experience while others at best seek out placements themselves (at a very high risk) or go through school without any work experience***. This undermines the vision and commitment in the DEL/DE Strategy 'Preparing for Success'.

3. SEC is very high levels of trust and respect with employers. Utilising this relationship SEC has proposed a 'Preventing NEET's' pilot project to DEL via the Ilex Skills Directorate. Working closely with at risk students, their schools and families, SEC can also support these students in developing long term support with local employers, developing their confidence and motivation to remain in school or to progress directly to further education. SEC would welcome the support of the DEL Committee with this innovative proposal to DEL.

4. While there are a range of on-line supports for students to access information on careers e.g. Bring it On, Careers NI and STEM sectors e.g. STEMWorks there are no dedicated resources to that integrate career information and work experience. SEC recommends that DEL support a pilot 'Careers Portal' in the NW region whereby technology can be fully utilised by the student, career teacher and employer to match students interests with placements posted to the portal by employers.

5. While progress on the city's Skills Strategy is being made, this is being hindered by the relatively low number of ICT and other growth sector industries operating in the region. SEC recommends that the DEL Committee utilises all available resources to promote the region.

Sentinus

Summary

In response to the Inquiry Sentinus would like to state the following points. Sentinus:

1. Is concerned primarily with the STEM CEIAG agenda;
2. Has limited experience of formal CEIAG provision across all career areas;
3. Believes that STEM subjects should form a central theme of the the CEIAG strategy for Northern Ireland;
4. Believes that every child should have opportunities to learn, in a meaningful way, about STEM careers at every stage of their primary and secondary education;
5. Believes that STEM CEIAG should be delivered through the mechanism of "hands-on" experiences;
6. Believes that STEM based employers have a key role to play in promoting the sector as an attractive career;
7. Continues to be concerned about the gender imbalance in the STEM workforce and believes that significant resource should be deployed to make the sector more attractive to females;
8. Believes that there is a clear need to provide CPD for teachers of Careers and STEM subjects to ensure they are able to inform young people about STEM careers and make classroom learning relevant.

Sentinus Background

1.1 Overview

Sentinus is a not for profit educational charity. It is one of the largest providers of business/ education activity in the United Kingdom. Last year almost 60,000 students from 620 schools and colleges took part in Sentinus programmes. Through the establishment of partnerships between education and employers the organisation supports the development of young people by enhancing essential life skills and creates an awareness of the many exciting career opportunities available to them. The organisation has a focus on young people, from 5 to 19 years old, developing their interpersonal skills through challenging and exciting experiences linked with the world of work.

1.2 Promoting Science, Technology, Engineering & Maths (STEM)

As the wealth creation sector of any economy, science and engineering are recognised as being among the most important areas of employment. Sentinus provides a wide range of programmes for young people of all ages to give them exciting and rewarding experiences in the STEM subjects and inspire them to consider careers in these areas. The programmes support the development of links with business, industry and public sector organisations and enrich the learning experience for pupils.

These programmes, designed to support the delivery of the curriculum, engage students in practical problem solving activities, research and development and investigative projects. Although focussing on science, technology, engineering and maths they also give significant opportunity to enhance employability and personal development through problem solving, team working, target setting, mentoring, working with adults and independent learning.

1.3 Education for Employability

Sentinus offers a range of programmes which support CCEA's stated curriculum objectives of developing young people as individuals and contributors to society, the economy and the environment. These programmes include one day roadshows in schools focussing on areas including preparation for interview, personal career planning, personal effectiveness, business workshops and enhanced learning and can be incorporated into a structured programme aimed to support the development of students and their preparation for the work place. These interactive programmes are delivered by a team of expert Trainers and incorporate a wide range of practical activities.

In addition to the roadshows, through our Experiences of Work programme, we offer schools the opportunity to access trained role models from a wide cross section of business, industry and public sector bodies to relate their career experiences to young people.

Sentinus programmes give young people the opportunity to work with other people, gain real experience of practical problem solving, develop communication skills, enhance their personal development and make informed career decisions. This work is supported by many companies and organisations providing vital opportunities for young people, nurturing the workforce of tomorrow and making a real impact on society.

CEIAG Provision

2.1 Due to the nature of its role, Sentinus' knowledge of CEIAG provision is restricted to the STEM sector, knowledge of formal CEIAG provision across the full spectrum of career areas is limited. While Sentinus engages with careers teachers in the delivery of a number of programmes, most of its work is co-ordinated in conjunction with the science, technology and maths departments in schools. We believe all subject teachers from each of these departments should be in a position to inform young people about the career opportunities their respective subjects offer.

2.2 Sentinus does not engage directly with NI Careers Service in schools and has limited experience of its services and is, therefore, not in a position to comment objectively about any differences in urban and rural CEIAG provision.

2.3 Sentinus has no direct experience of the full impact of budget cuts on CEIAG provision as this is not the organisation's primary function. However, it stands to reason that with reduced funding the opportunity for teachers and careers advisors to keep abreast of developments in the area of careers, through continuing professional development, will be diminished and subsequently the standard of advice and guidance will fall.

2.4 Sentinus organises and delivers hands on STEM programmes, engaging young people in activities which highlight the importance of science, technology and mathematics as academic and vocational subjects, and demonstrate the impact of science and engineering on society. Its primary role is one of practical engagement of pupils, from Key Stage 2 to Post 16, in a wide range of projects designed to inspire, excite and enthuse them about the subjects and careers in STEM.

All of the CEIAG work in which Sentinus is involved is in the STEM area, through the mechanism of practical engagement. This is supported by an extensive team of STEM role models from industry, business, academia and the public sector, who bring relevance to learning in STEM, provide opportunities for young people to experience science and engineering in the workplace and bring real life experiences into the classroom. Many programmes which Sentinus delivers provide opportunity for dissemination of information and literature about careers in STEM.

2.5 Sentinus believes that the STEM subjects should be a central theme of any CEIAG policy for Northern Ireland. It is widely recognised that the sector will play a significant role in the

realignment of the region's economy and that employers are experiencing critical shortages of appropriately STEM skilled and qualified personnel.

2.6 Sentinus believes that every pupil, from Key Stage 1 to Post 16 and beyond, should have opportunities throughout their educational career to learn about careers in the STEM sector, through engagement in relevant and inspiring activities which highlight the value of careers in the area and the opportunities available.

2.7 This should include a continuum comprising a range of programmes, which provide appropriate hands on activity, on-site engagement in the STEM workplace and industry involvement with schools and young people at all levels.

2.8 Currently there is a huge gender imbalance in the STEM workforce. CEIAG policy should reflect the need to promote STEM careers to girls and inform them about the attractiveness of the sector, career opportunities and prospects for female employees.

2.9 There needs to be an emphasis on providing advice and guidance about STEM careers in all areas of Northern Ireland, both rural and urban, to ensure that all young people have access to up to date information, regardless of location.

2.10 There is a clear need for teachers to have the opportunity to access continuing professional development in careers education. Not only should careers teachers have access to up to date STEM careers information, but all STEM subject teachers. This will help ensure that teachers can bring relevance to learning and place subject content within a real world context.

Skills for Justice

SKILLS for JUSTICE

Developing skills for safer communities

Inquiry into Careers Education, Information, Advice and Guidance

Executive Summary

1 Skills for Justice is the Sector Skills Council (SSC) covering all employers, employees and volunteers working in the UK Justice System, Safer Communities, Legal Services, the Armed Forces and local government. We work with key employers, the Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

2 We exist to help organisations and individuals in the sectors we represent deliver benefit to society by being significantly better skilled, and to influence policy makers to ensure that they take full account of workforce development and employer needs within our footprint. The provision of labour market information (LMI) relating to the current and future needs of the Justice sector is a core Sector Skills Council activity, and Skills for Justice have established close working relationships with sector organisations in order to make this as detailed and current as possible.

3 The need for an independent all-age strategy for Careers IAG is highlighted in Preparing for Success, the Careers Education, Information, Advice and Guidance Strategy (CEIAG) and Implementation Plan for Northern Ireland, was published jointly by Department of Education (DE) and DEL in January 2009. Its aim is "to develop effective career decision makers leading to increased and appropriate participation in education, training and employment." The provision of accurate Labour Market Information is clearly a key requirement for success.

Introduction

4 We welcome this inquiry and the opportunity to contribute. We strongly support the renewed emphasis government has given to the provision of good information, advice and guidance. The rationale for provision of impartial careers IAG for all ages has been clearly established. We recognise the benefits of accurate and up to date information that is easily available and accessible. It is important that information is high quality, timely and consistent and that the method of delivery is appropriate to the audience. We understand that there are challenges involved in this ambition, as well as the potential risks of a disjointed approach.

5 As an SSC we develop Labour Market Intelligence and Information (LMII) which is invaluable for providing a deeper understanding of the nature of the labour market and exchanging information on developments within sectors. This improves the career decision-making skills of young people and adults which has the potential to increase participation in education, training and employment, benefitting individuals, the economy and society as a whole.

6 Our priority is to support employers to ensure that they are able to recruit the best people to join their workforce. Employer input is vital to good careers information, advice and guidance. LMII is developed in consultation with employers and therefore is a reliable source of information about what employers look for when recruiting. LMII will significantly affect the choices an individual will make in terms of their learning and development. Producing LMII is an ongoing process ensuring that the information is up to date and relevant. Employers will look for people with the right knowledge, skills and qualifications to suit their requirements and applicants need to be able to access accurate information to prepare for their chosen career.

7 Our written statement will not respond directly to the Terms of Reference, however, we aim to address the points that are relevant to our work ensuring that the comments are based on expertise and factual evidence.

Terms of Reference

8 Although we feel that there is a place for CEIAG in educational curriculums we would urge caution about how this is to be delivered and where the information is sourced. CEIAG can be accessed in a number of ways and it is right that this is not limited to face to face contact. However, we would advocate that information sourced for example online, is a starting point and not a substitute for advice from trained and qualified practitioners. We are concerned that budget cuts will make this balance more difficult and would therefore emphasise the importance of the quality of the information available. Additionally, as information can be sourced from a number of places, it may be contradictory and confusing for individuals seeking the information. It will be difficult for them to assess what is the most up to date and accurate information without speaking to an advisor.

9 The Careers Service Northern Ireland is clearly the most suitable place for a central hub of information but that information must be reliable. We would assert that the LMII developed and produced by Sector Skills Councils should be a key component of the information and advice provided. LMII tells us about the demand for skills, as well as making use of horizon scanning and workforce demographics.

10 CEIAG is not only relevant to people at the beginning of their career; those already in employment will need information and advice throughout their working life. People are living longer, and newer and more flexible job markets mean that people change jobs more frequently than has traditionally been the case. CEIAG is not a one off intervention; it is an ongoing proactive process which should provide the right information, at the right time, throughout people's working lives. The provision of labour market information (LMI) relating to the current and future needs of the work force is a core SSC activity, and they have established close working relationships with sector organisations in order to make this as detailed and current as possible.

11 In Northern Ireland Skills for Justice carry providing an attractive and accessible IAG offering by means of our Skills for Justice website, giving examples of roles/career pathways within the sector and links to employers own careers information.

12 In 2010 Skills for Justice led the implementation of a DEL cross-sector initiative, as a result of which all sector skills councils produced a single page careers information sheet for the use of Northern Ireland careers advisors. We also provide annual presentations to careers advisors, thereby raising awareness of the Justice sector among Careers professionals and broadening the range of potential applicants to our employers.

13 In 2009 the Department for Education and Learning (DELNI) funded Skills for Justice to develop a Careers website providing useful information about the justice sector. It was developed with justice sector employers and provides factsheets, case studies, interviews and Pathway maps. This is a very helpful tool for existing and potential employees in the sector. However, it should be recognised that this is only useful if the information is up to date and accurate. It is therefore something that requires ongoing work to review the content. We would advocate that this is an important role for Sector Skills Councils and provision of reasonable funding for such activity should be available on an annual basis. Our careers pathways website for England and Wales was launched recently and would be an ideal model for an updated page for our Northern Ireland audience. At a time when efficiencies are being sought, it requires a relatively small investment because the SSC already has well-established relationships with employers, and the necessary LMII.

Conclusion

14 Sector Skills Councils are an integral part of the provision of meaningful careers information and advice. Our unique ability to use genuine employer engagement to accurately reflect their needs and the opportunities they offer is crucial to employers and individuals alike. With clear direction from government and ring-fenced funding, SSCs can do this very efficiently and effectively.

15 Skills for Justice would be happy to contribute to future development in this area. We will await with interest the outcomes of the Inquiry. For further information about this statement and the work of Skills for Justice, please contact Colette Wymer, Partnership Development Officer on 0114 231 7370 or Colette.wymer@skillsforjustice.com

Skills for Justice - Additional submission

SKILLS for JUSTICE

Developing skills for safer communities

Attached: Paper submission to Committee for Employment and Learning on CEIAG

Dear Cathie,

Following on from our briefing session with the Committee for Employment and Learning on 13 February 2013, Skills for Justice were invited by the Committee to revisit our paper submission, providing additional information and recommendations for careers education, information, advice and guidance (CEIAG) in Northern Ireland.

We welcomed the opportunity to do so, and would be delighted to brief the Committee and its new Chairperson further on the content of our paper and our recommendations, and answer any questions.

Kind regards

Aoife

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Inquiry into Careers Education, Information, Advice and Guidance
Follow up paper for the Committee for Employment and Learning Northern Ireland

Executive Summary

1 The justice, community safety and legal services sectors are fundamental to our society. They are essential for public safety, social cohesion, economic recovery and growth; the skills of their workforce are the key to delivering against a range of social and economic priorities. Skills for Justice, as the relevant Sector Skills Council[1] (SSC), is proud to be working with employers from across the justice, community safety, and legal services sectors to help them ensure that they have the right people with the right skills to deliver these essential services both now and in the future.

2 In doing so, Skills for Justice recognises the importance of excellent careers education, information, advice and guidance (CEIAG). We currently support the provision of CEIAG through:

- Labour Market Intelligence (LMI) relating to the current and future needs of the justice, community safety and legal services sectors;
- A Northern Ireland careers website featuring sectoral information, job profiles and case studies to help inform anyone considering their current or future career development;
- A careers factsheet for the Department for Employment and Learning (DEL) Careers Advisers, and presenting to them annually.

3 In the future, we are keen to provide more detailed, insightful LMI allowing for enhanced indepth, drilled down, regional analysis and more accurate predictions of job growth, skills gaps and potential mismatches in skills 'supply' and 'demand'; Skills for Justice present a model for this, a 'skills observatory'. We also hope to contribute to a well informed CEIAG service through developments such as a web portal mapping the links and connections between justice sector organisations and their staff, and enhancing and extending an existing careers website – Directions – that is employer led and resourced. Further details are outlined under the heading 'Skills for Justice activity proposed to improve and advance CEIAG'.

4 Skills for Justice has a number of recommendations to improve CEIAG in Northern Ireland. More detail can be found later in this paper under the heading 'Recommendations for Improving CEIAG'. The recommendations are summarised below:

- Government support for a more innovative approach to gathering, analysing and disseminating LMI;
- Further engagement with SSCs to translate employer needs and insights into CEIAG;
- Targeted delivery and accessibility of CEIAG to unemployed people and the current workforce, as well as to young people and students;
- Equally robust CEIAG for vocational and academic routes to employment.

1 Sector Skills Councils are employer-needs led organisations that cover specific economic sectors in the UK with a remit to reduce skills gaps and shortages, improve productivity, boost the skills of their sector workforces, and improve learning supply. SSCs are licensed by the Government through the UK Commission for Employment and Skills.

Introduction

5 We welcome the opportunity to expand upon our initial response to the Committee for Employment and Learning Inquiry into Careers Education, Information, Advice and Guidance (CEIAG). Specifically, we will use this paper to expand on the following:

- Careers in the justice, community safety and legal services sectors and related LMI;
- Skills for Justice activity ongoing or proposed to improve and advance CEIAG; and
- Recommendations for improving CEIAG.

6 Although the justice and community safety sectors are not explicitly set out as priority skills sectors in the Northern Ireland Adviser on Employment and Skills report 'Identification of Priority Skills Areas for Northern Ireland',[2] the past months of protests and associated economic impact have highlighted the direct link between the effective delivery of justice and community safety, with economic security and growth.

7 Additionally, the Skills for Justice footprint recently expanded to incorporate legal services; a sector with great weight and importance for the Northern Ireland economy. Skills for Justice are also at the final stages of agreeing the details of a merger with the Financial Skills Partnership.

Careers in the Criminal Justice, Community Safety and legal services Sectors

8 These sectors represent at least 3% (20,822) of the workforce when compared to the whole economy of Northern Ireland. While numbers probably won't grow substantially over the next 5 years, there is scope for growth as the sectors change and develop. For example, many employers would like to see more of the workforce reflecting the community they serve and are working hard to promote diversity and equality across our sectors.

9 Public sector employers have traditionally dominated careers in this field, especially within the Criminal Justice System, for example the police service, prison service, fire and rescue service and Public Prosecution Service. However, there are increasing numbers of private and voluntary sector employers for example private law firms, or charities offering support and advice.

10 Although the competition for vacancies is high, entry requirements are relatively accessible and the rewards in our sectors are considerable. Many employers, including law firms, Police, Prisons and Fire and Rescue Service have considerable personal and professional on-the job training leading to recognised qualifications. There are clear and accessible career progression routes. Job roles are many and varied, offering a range of opportunities at professional, technical, administrative, secretarial, strategic and managerial levels. Specific job roles include Police Constable, Prison Service Staff, Probation officer, Public Prosecutor, Judge, Solicitor, Forensic Scientist, Firefighter, Charity Adviser and Administrator.

11 A number of important current and future trends can be identified:

- Despite slow economic recovery, a number of large law firms have increased recruitment;
- The Northern Ireland Fire and Rescue Service has recently launched a drive to recruit parttime (retained) firefighters;
- Employment in the Forensic Science sector continues to expand with further advances in technology such as the National DNA Database;
- In 2013 a recruitment campaign for new Prisoner Custody Officers for the Prison Service's Prisoner Escorting and Court Custody Service will begin;
- Police officer recruitment is expected to resume in 2013.

2 Identification of Priority Skills Areas For Northern Ireland, March 2011. Northern Ireland Adviser on Employment and Skills. P7

12 A Community Safety College at Desertcreat is to be built soon to provide a fit for purpose training facility which allows the Police Service of Northern Ireland (PSNI), Northern Ireland Fire and Rescue Service (NIFRS) and Northern Ireland Prison Service (NIPS) to train and develop officers and staff. NIFRS has recently launched a drive to recruit part-time (retained) firefighters.

13 A number of justice sector organisations offer work experience to young people promoting knowledge and understanding, and providing an insight into potential career paths. For example, Courts NI offer post-primary school pupils work experience placements across a number of different courts, as well as facilitating court visits for full classes. Additionally, Courts NI offer Themed Open Days where local school children have the opportunity to learn more about the courts and the criminal justice system, with representatives also in attendance from the PSNI and Public Prosecution Service.

14 Labour Market Intelligence (LMI): We can provide a snapshot of the sectors we represent in Northern Ireland through some of the LMI we hold. As a Sector Skills Council, we are uniquely placed to gather, analyse and disseminate excellent LMI from the employers we work with across the UK. However there are very real challenges:

- Standard economic data sets using Standard Industrial Classification (SIC) codes can miss out relevant occupations, and underestimate the size of our sector;
- LMI changes very quickly, and needs to be regularly refreshed if it is to remain relevant;
- Our sectors are complex, bringing together legal and third sector organisations as well as public bodies and the uniformed services.

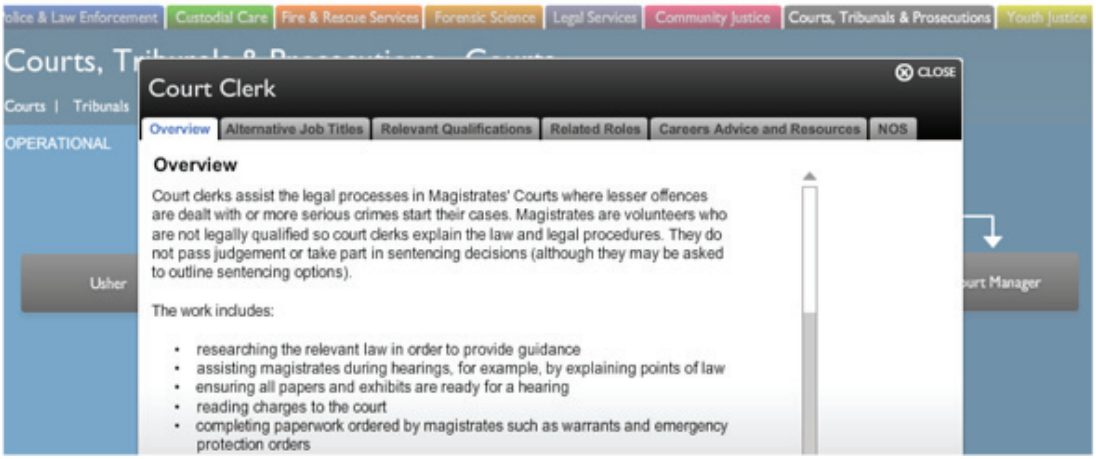
15 Skills for Justice have previously had support from DEL to develop our LMI offering in Northern Ireland; we are keen to undertake similar work in the future particularly in light of our expanding footprint. LMI can tell us:

- The size of our sectors: for example, there are almost 21,000 people employed in the justice and community safety sectors in Northern Ireland;
- The size of strands within our sectors: for example, there are about 550 law firms in Northern Ireland employing approximately 2300 solicitors;
- Breakdown of employment by sector strands: for example, 39% of the workforce are engaged in policing and law enforcement, compared to 1% in forensic science;
- Nature of employment: for example, 96% of employees in the Northern Ireland justice and community safety workforce are on a permanent contract, and 84% work full time;
- Demographics: for example, approximately 48% of the workforce is female (although there is significant variation between organisations).

Skills for Justice activity ongoing to improve and advance CEIAG

16 There is a Northern Ireland specific careers page on the Skills for Justice (Northern Ireland) website (see screenshot below). This page provides labour market intelligence and information on a number of sectors, as well as more detailed role profiles and specific case studies. These are intended to give Careers Advisers, young people and job seekers relevant, accurate and employer led information on the sector and potential career paths. In the six months from 1 August 2012 to January 31 2013 the various parts of the Northern Ireland Careers website received 4,063 unique page views.

17 Additionally, Skills for Justice hosts a careers website which spans the traditional footprint of our sectors across England and Wales with the addition of legal services. It contains links to a number of resources including Career Pathways. This is an interactive tool that sets out job roles in each sector, including those which are less well known, and, demonstrates links between roles and paths for career progression. There is also an overview of the job role which includes information on relevant qualifications and links to further careers advice and resources. There is potential for this tool to be developed for use in Northern Ireland.



18 Skills for Justice provides a careers factsheet to the Department for Employment and Learning on a regular basis, using evidence based, employer sourced information to paint an accurate and realistic picture of the sector and career prospects in Northern Ireland. This careers factsheet is then hosted on our website and distributed by DEL. We also provide an annual briefing to careers advisors on the basis of this information. This work is, inevitably, limited by the budget allocated by DEL; Skills for Justice are developing tools and making connections to further inform similar work across the UK. We would welcome further support from, and engagement with, the Department for Employment and Learning to ensure the relevance and accessibility of these tools in Northern Ireland.

Skills for Justice activity proposed to improve and advance CEIAG

19 Skills for Justice are developing a number of models of best practice to provide accurate, relevant, employer sourced and up to date labour market intelligence, careers information, and sector specific guidance. These models are not yet fully realised in Northern Ireland, however there is an opportunity for investment to ensure they can be introduced effectively for the justice, community safety and legal sectors and, potentially, rolled out for use by other sectors and SSCs. The models are:

- A skills observatory for enhanced labour market intelligence;
- A 'Joining up Justice' web portal to illustrate links between organisations and roles; and
- An online career service tool – Directions - specifically for the financial and legal services sectors.

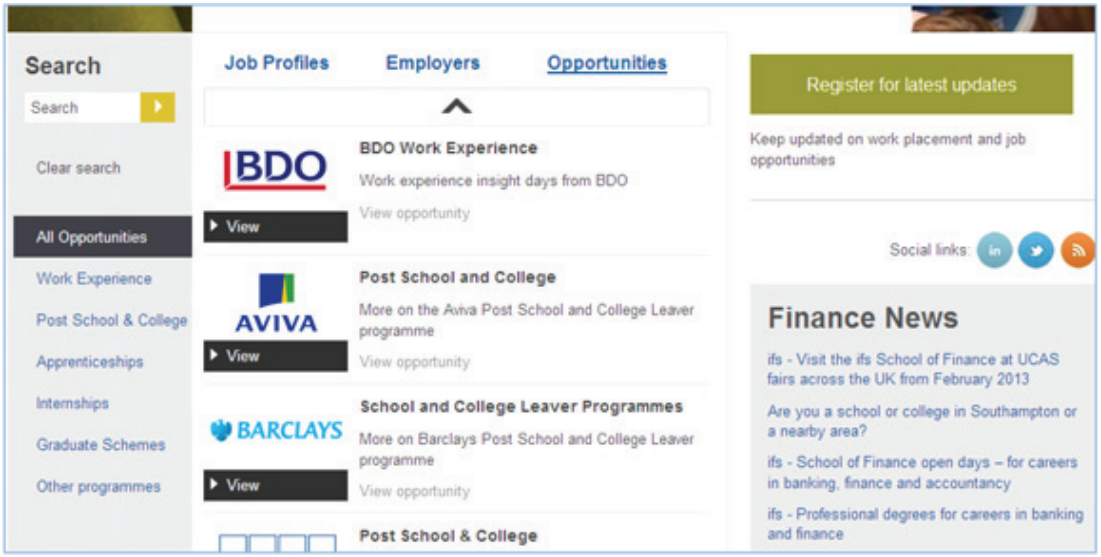
20 Skills Observatory: Skills for Justice are currently developing a skills observatory which will better inform DEL, careers advisers, employers, job seekers and the general public about our sector through enhanced labour market intelligence which is comprehensive and regularly refreshed to keep it up to date. The information will be in a format that enables more detailed analysis not just by UK region, but by localities, counties and towns using Geographic Information Analysis (GIS) to manipulate data sets. It will allow for more accurate predictions of job growth, skills gaps and potential mismatches in 'supply' and 'demand' (ie where young people enter into education for jobs where there is an oversupply of candidates; while employers are experiencing skills and workforce shortages in key areas).

21 Labour market intelligence is essential if we are to avoid mismatches of skills and opportunities; however it is time consuming and resource intensive to ensure that labour market intelligence is kept relevant and up to date, and that it can be presented and disseminated in a way that meets the needs of employers, job seekers and careers advisers. We would welcome DEL investment to ensure that this model of best practice in the gathering and presenting of labour market intelligence can be fully realised in Northern Ireland.

22 Joining up Justice: Skills for Justice are currently developing a web portal for use within the justice sector, a project called 'Joining up Justice'. The web portal will provide detailed information on the links and connections between justice sector organisations, and job roles within those organisations. We have found previously that a lack of knowledge and awareness of how organisations and people work together is a critical factor where processes are not operated smoothly and effectively, or outcomes are not as anticipated. While the portal being developed is for internal staff training, induction and support purposes, with the appropriate resources an external profile for the portal could be invaluable to careers advisers, job seekers and others keen to understand better the variety of organisations operating within the justice sector, the job roles available, and the scope for movement between organisations.

23 Directions: Skills for Justice are currently working with legal services and the professional and financial services sectors to ensure synergies are identified and used to develop services and support for employers and those in the labour market. One way of doing this is to implement a new model based on the 'Directions' online career service. Directions was

established by the Financial Skills Partnership (FSP) as a key source of careers information for the professional and financial services sector delivering an industry specific careers service which is led, approved and funded by the sector. Directions supports individuals in exploring careers in the sector and navigating their way in, using robust industry information, case studies from employers in the sector and an extremely valuable tool whereby employers post opportunities for work experience, internships and information sessions on an online noticeboard. This is shown in the screenshot below. The website currently exists for the financial services sector and, following the merger of the Financial Skills Partnership with Skills for Justice, we are keen to expand it to encompass firstly the legal sector and potentially others. It can be accessed at www.directions.org.uk.



24 Directions has the potential to be an invaluable tool for young people and those in the labour market seeking opportunities that will make them more attractive to employers and improve their subsequent employability. It provides the right information to help young people make educated and informed decisions, and the tools for careers advisers and parents to support them in doing so. This information is provided in a user-centric format, and information is further distributed through social media and outreach work.

25 Employers pay for and provide content for Directions as a service that can connect directly with those at school and in the labour market. It is a great example of employers taking the lead and seeking to add value to what DEL and the careers service already provide. We will be working with Legal Services employers to determine how Directions can provide a valuable service for them in recruiting and developing talented people across Northern Ireland.

26 We hope to work closely with employers, and also to engage with this Committee and DEL to ensure that the resources are available to enable us to provide Directions to young people and careers advisers in Northern Ireland and build on work undertaken by the Financial Services Partnership (FSP). Previously, for example, FSP delivered CPD events for careers advisers involving panels of employers and workshops in schools and colleges.

Recommendations for Improving CEIAG

27 Labour market intelligence (LMI): Skills for Justice recommends that the Committee for Employment and Learning considers how best to support and promote innovations in the gathering and dissemination of labour market intelligence.

- Accurate, up to date and useful LMI is essential for informed, relevant and realistic CEIAG to be delivered to pupils and parents. While we currently provide LMI, and are excellently placed to do so through our close links with employers in our sector, we recognise the challenges in keeping this information refreshed, and presenting it in the most userfriendly

format. Earlier in this paper, we outlined a proposal for an innovative, more granular approach to the collection, presentation and analysis of LMI, and would suggest this as a model of best practice which we are keen to expand in Northern Ireland.

28 Engagement with employers: Skills for Justice recommends the translation of employer sourced information into CEIAG through engagement with Sector Skills Councils which represent approximately 85% of the UK workforce.

- Extensive and constructive engagement with employers on the part of careers advisers and the Department for Employment and Learning is vital to overcome and prevent both skills gaps that leave employers unable to recruit appropriately skilled staff, and unemployment as a result of oversupply of skilled individuals in certain areas and oversubscription for job roles. Joined up thinking is needed to ensure a match between the demand side – that is, the needs of employers now and in the future – and the supply side – the skills presented in young people, unemployed people, or career movers searching the jobs market.

29 Maintain support for non-priority sectors: Skills for Justice recommends investment in information gathering and LMI for non-priority as well as for priority skills sectors.

- DEL have identified and selected six future priority skill areas where more people should be encouraged to train and acquire skills.[3] Whilst we agree that the areas identified are central to developing the Northern Ireland economy, it is still important that the needs of employers and job seekers in the non-priority sectors (including criminal justice and community safety) are considered and that there are necessary resources to prevent the skills gaps and mismatches that affect all sectors.

30 CEIAG for unemployed people and individuals seeking to develop their career or to move sideways: Skills for Justice recommends a greater focus on the targeted delivery and accessibility of CEIAG to currently employed and unemployed adults.

- While we recognise that there is a restricted amount of time available to the Committee in which to carry out the inquiry, and while the terms of reference do refer to stakeholders other than pupils and young people, Skills for Justice are keen to emphasise the importance of CEIAG for unemployed people and the current labour market. Traditional delivery of CEIAG, for example through careers advisers in schools, will not be appropriate. DEL's Success Through Skills[4] report notes that around 80% of our 2020 workforce is already in work; in order to meet the needs of the 2020 economy it is essential that we are prepared to invest in re-skilling and up-skilling members of the existing workforce.

31 Equal status and prestige given to vocational and academic routes to employment: Skills for Justice recommends that CEIAG is equally robust for academic and vocational routes to employment.

- It is important that CEIAG, particularly that delivered to young people in full time education, is person-centric and does not promote a particular agenda, whether that agenda is to push vocational qualifications or more traditionally academic routes. Vocational and academic routes can both provide rigorous and effective paths to employment and the right path for an individual will be entirely dependent on their particular needs. For example, Skills for Justice is working in partnership with a number of other organisations to develop legal apprenticeship programmes which have been welcomed by professional law firms.

3 Identification of Priority Skills Areas For Northern Ireland, March 2011. Northern Ireland Adviser on Employment and Skills. P7

4 Success through Skills – Transforming Futures', May 2011. Department for Employment and Learning.

Conclusion

32 Evidence-based, needs-focused CEIAG is essential to promote and support Northern Ireland as a skilled and growth economy. In delivering effective CEIAG, it is important that we consider not just current workforce needs, but also look to and anticipate future needs. This is essential to tackle the current and potential skills gaps and skills 'mismatch' whereby employers seek recruits with certain skills and these skills are either not being taught, or they are being taught but are not attractive, are not marketed, or are not seen as relevant.

33 Sector Skills Councils have a unique relationship with employers, and a keen insight into their needs. CEIAG must match the expectations, education and training of individuals with the needs of employers. Skills for Justice is eager to work with the Committee for Employment and Learning to ensure a workforce with the right people, with the right skills, to deliver essential services to justice and community safety both now and in the future.

South Eastern Regional College

9 August 2012

INSPIRING. TRANSFORMING. ENRICHING.

Executive Summary

1. South Eastern Regional College has over 32,000 annual enrolments, 1,100 staff and an annual turnover of £45m and is at the 'cutting edge' of the Northern Ireland Further Education sector. As part of this sector, is the delivery arm for the Executive and the Minister for Employment and Learning to ensure that the local and regional economy has the skills to grow, innovate and operate on a global platform. The College has the highest retention, achievement and success rates within the FE sector for FE courses with retention at 89% (sector 87%), achievement at 85% (sector 78%) and success at 76% (sector 69%). It has also invested over £80m in creating new campuses at Newtownards, Downpatrick, Newcastle, Ballynahinch and Lisburn.

2. Careers Education, Information Advice and Guidance (CEIAG) is an essential element in ensuring progression from post-primary education into further and higher education and ultimately employment. It is essential that pre-entry advice and guidance is objective and impartial. SERC's CEIAG service has been independently audited for Matrix accreditation in May 2012 and the assessor identified a number of significant strengths in SERC's provision.

3. SERC places a high value on data that shows the links between courses studied and employment outcomes, including salaries. More research is needed to provide important career information for prospective students and help them to make informed choices about courses.

4. Students face a more challenging environment with fewer jobs and more competition. Achieving Essential Skills or good grades in a vocational area alone are not enough to secure employment. Students need to develop personal and enterprise skills to give them 'The Edge' with much higher priority given to the development of employability skills.

5. Students need to have more purposeful work placements or work trials. These provide students with the chance to try out their skills at work and show employers what they could do. Employers need to be encouraged to offer more placements.

6. Progression to employment needs to be a higher priority on programmes alongside the achievement of qualifications.

Background on South Eastern Regional College

7. South Eastern Regional College has over 32,000 annual enrolments 1,100 staff and an annual turnover of £45m and is at the 'cutting edge' of the Northern Ireland Further Education sector. As part of this sector, SERC is the delivery arm for the Executive and the Minister for Employment and Learning to ensure that the local and regional economy has the skills to grow, innovate and operate on a global platform. The College has the highest retention, achievement and success rates within the FE sector for FE courses with retention at 89% (sector 87%), achievement at 85% (sector 78%) and success at 76% (sector 69%). It has also invested over £80m in creating new campuses at Newtownards, Downpatrick, Newcastle, Ballynahinch and Lisburn.

8. The College has its origins in the rich history of technical education, introduced in the early 20th century. The College has built a reputation as a trusted and respected part of the local community by delivering an industry-focused curriculum.

9. The College has become renowned as an innovative partner for companies seeking to improve productivity and develop new markets or products. SERC works with over 1,177 business clients throughout the Island of Ireland, providing services such as product prototyping and business improvement consultancy help for companies. SERC works with BT, Bombardier Aerospace, Nitronica, Canyon Europe, Red Raven, Randox Laboratories and Coca Cola to name but a few.

10. SERC has also expanded partnerships with schools to enhance their curriculum and ensure that all school children have access to vocational education. As a member of three Area Learning Communities, SERC works with 43 Secondary and Grammar schools and are building on this along with developing links with Primary schools.

11. SERC is proud of the expert and professional staff and the student successes that are celebrated each year. 88% of the lecturing staff holds a relevant postgraduate qualification and they provide a range of technical and professional training courses, working with 46 Awarding Bodies. These courses are all designed to improve the local communities by providing the skills which the Northern Ireland economy needs. SERC staff work hard to ensure that they provide high quality courses that benefit the students and this is borne out by our research which shows that 94% of our students are satisfied with the quality of their course and 95% enjoy their course at SERC.

Provision of CEIAG in South Eastern Regional College

12. At SERC students are supported in their studies with a view to preparing them for the world of work. Students are offered sound, impartial pre and post entry careers advice, guidance and enterprise support. The services include:

- Careers Guidance which is offered to students to help them make well informed, realistic decisions about their future career. A careers interview will be arranged and usually lasts for up to 30 minutes and at the start the Careers Officer will set out to the individual what can be expected from the discussion. The Careers Officer's role is to help the student reflect on their current situation, identify their career options and weigh up which options are best for them. At the end the Careers Officer will summarise and agree action points with the student. This will help them to identify what to do next.
- Careers information where students will find careers libraries in the Learning Resource Centres across the main campuses. These hold a range of books, guides and magazines about jobs, study and training. They also hold a full range of university prospectuses for the UK and Ireland.
- Careers Events where the student can develop their career management skills by attending these events throughout the year. Students are encouraged to check the Careers site on the College intranet for information including learning options, skills, occupations, labour market information (LMI) and progression routes.

13. CEIAG also includes a planned online Careers Education programme that gives students the knowledge and skills for planning and managing their careers

14. SERC sets a high priority on work related learning – experiences within and outside of the curriculum which help students learn about economic well-being, careers and enterprise. In particular enterprise, industry projects, work placements and student companies play a valuable role in developing a student's employability and personal skills.

15. CEIAG is an essential element for ensuring progression from post-primary education into further and higher education and ultimately employment. It is essential that pre-entry advice and guidance is objective and impartial.

16. SERC's CEIAG service has been independently audited for Matrix accreditation in May 2012 and the assessor identified a number of significant strengths in SERC's provision. These included:

- "SERC has developed robust processes in line with those of the College, for monitoring progress against objectives and for identifying and implementing improvements to ensure the Service develops to meet changing needs.
- Clients also described how their expectations were exceeded by staff going 'the extra mile' to provide them with relevant information, advice and guidance that really helped in their decision making for progression.
- The effective liaison between the Careers team and other College departments that helps to ensure students are supported with what they need, and contributes to overall outcomes of retention and achievement. This includes the relationship with

Intelligent Analytics team, that enables CEIAG to access a wide range of current and changing labour market intelligence and trends that informs careers advice and guidance provision to the benefit of individuals; also the liaison with Learning Support to identify and support clients' needs, and with the Student Union to broaden effective feedback mechanisms and develop initiatives such as the Millennium volunteers awards".

The assessor also concluded that SERC's "CEIAG provides services that are continually developed to ensure they are accessible to those who need them, both potential, current and past students at SERC".

17. Full-time (FT) programme teams source real projects to enable students to have real life industry led learning experiences with either external companies or even at SERC itself. These projects have defined and agreed outcomes, specific milestones and resources and are designed to meet the requirements of awarding body assessment criteria.

18. Students are encouraged to develop independent learning techniques appropriate to their skills and experience through the use of Information Learning Technologies (ILT), project based activities, presentations, placement, work experience and team work activities as well as a range of enrichment activities organised within their programme.

19. The E-Individual Student Learner Agreement (E-ISLA) for FE students and E-PTP for Training for Success trainees (TfS) is used to track progress. It also tracks for students their completion of a range of induction modules and other key records. Programme Co-ordinators are obliged to ensure that students complete the E-ISLA/E-PTP within the first 3 weeks of the programme start date.

20. SERC believes that competitions help to develop students' skills and abilities. Therefore students participate in a range of intercampus competitions across a range of curriculum areas. These are led by the Competition Manager and supported by the course teams. SERC also aims to develop opportunities for students to progress their skills and abilities across local, national and international competitions. The Competitions Manager, along with course teams, will identify appropriate competitions and the process for selecting students to participate in well-known regional and international competitions such as World Skills and Future Chef.

21. Through vocational programmes students are encouraged to develop the employability skills of working with others, improving their own learning and problem solving. Programme teams will also identify appropriate and relevant enrichment activities including the possibility of work experience.

22. Visits to local companies and businesses are an important part of the curriculum and give students an appreciation of a real working environment. Programme Co-ordinators will organise a number of visits appropriate to the programme.

23. SERC aims to enrich the learning experience by engaging guest speakers from industries relevant to the curriculum area. Programme Co-ordinators, along with their teams, will organise a number of guest speakers with a view to linking it to an assessment opportunity.

24. SERC aims to provide students with an awareness of enterprise and will support them in business ideas generation and business start-up. To develop these skills a range of activities are embedded in the programme of study led by the College Enterprise Champions and supported by course teams.

25. In relation to Careers the team if made up of the following members of staff:

- 1 x Head of Pastoral Care and Guidance (Principal Lecturer Level);
- 4 x Careers Officers (NJC Band 5).

Their main roles and responsibilities are as follows:

- Head of Pastoral Care: has the overall responsibility of the Unit and the management of the staff. He also has the responsibility for the Induction Process of new students at the beginning of the Academic Year, induction of new staff, developing the Tutorial Scheme of Work for all full-time academic courses, equality and diversity resource provision, and also is the Lead Designated Safeguarding Officer for the College.
- Careers Officer: each campus has a designated Careers Officer who has responsibility for providing the careers service on each campus. Each officer provide careers interviews, pre-entry guidance, support to lecturers through UCAS and the Careers Education Programme, and also by bringing in guest speakers for the benefit of the students within the College.

26. In order to support the Teaching and Learning Team, the Careers Team offers the following support:

- Full Careers Service support for the Careers Education Programme, UCAS training and support and also bringing in guest speakers in order to benefit the students within the college by gaining proper industry guidance and advice on their future course and career progression routes;
- Induction materials and guidance for new and returning students during the August and September advice and enrolment sessions;
- Tutorial support and resources for the teaching and learning teams to deliver during the tutorial periods of the academic week.

27. Each campus has a fully-equipped Careers Guidance Room which has information on careers and further study.

28. The Careers Team's aim is to help students to make informed decisions about their course choice and their future career. The Careers Education Programme is embedded in all FT courses and helps students to make informed decisions about their career. Professionally qualified Careers Advisors provide a service that is accessible, impartial, confidential, and focused on students' needs. The SERC careers service is available to prospective and current students.

29. The Careers Service within SERC provides careers interviews, pre-entry guidance, UCAS help and support, staff development in relation to careers, supports course teams and delivering training and support on the interactive careers education programme. This encompasses three main Core Units and 17 Optional Units which have been designed with input from the curriculum teams to ensure they meet the needs of the learners.

30. Induction for new and returning students includes presentations and also the online Moodle Induction Modules (Moodle is the College's Virtual Learning Environment).

31. The Careers Team continue to offer a raft of services that help to support not only the student body of the college, but all the teaching and learning team when it comes to busy periods of the year such as enrolments and admissions, and also full support for students and staff through the UCAS process.

32. The quality of the CEIAG provided by SERC is very good. The College has invested in a dedicated team of well-qualified and experienced careers officers who have access to regular professional development activities, which ensures they have up-to-date careers information. There is an online careers education programme to support the integration of CEIAG within the students' professional and technical learning, including the tutorial system for full-time students.

33. The Careers Team liaised with external stakeholders (HE institutions and guest speakers) in order to ensure that all learners within the college have the correct detailed information in order to make informed decisions about their future careers and course progression. In January 2012 the team organised a careers fair on each campus where employers gave presentations, conducted mock interviews and advised students on job opportunities. In order to further strengthen the links between the Careers Officers and the curriculum teams and to integrate more effectively CEIAG within the students' professional and technical learning the Careers Team will also play an integral role during the induction week for students in September 2012. The induction for students has been completely redesigned to highlight the importance of personal and employability skills in assisting students to secure employment as well as to introduce them to their vocational programmes.

34. The rationale for the programme is that students need to develop personal and enterprise skills in addition to their vocational and essential skills qualifications in order to secure employment. Therefore SERC has designed a programme that will:

- create a consistent approach to enterprise across the whole College;
- utilise best practise that has been created in certain vocational courses by SERC tutors; and
- break out of the silo based learning that vocational courses can sometimes create

35. The direct benefits to students will be to:

- create student peer to peer relationships in the first week;
- introduce group and team work to students;
- introduce problem based learning and search for solutions;
- introduce project based learning;
- introduce peer assessment and external panel assessment;
- encourage a competitive spirit within classes and between classes;
- improve IT, communication and research skills; and
- increase involvement in activities such as SERC Student Companies, SERC Volunteer Programme, SERC industry projects.

36. The induction week will involve:

- All FT FE and HE programmes with that for trainees on the TfS programme taking place at Halloween;
- Lead to assessment for a City and Guilds qualification moduleC&G 7546 - Communicating Solutions to Others;
- Tutors being assigned to a student group for the week and will complete all aspects of the module with them;

- Learning Packs being provided to tutors which will include lesson plans, presentations and assessment materials;
- Problems specific to a vocational area or industry;
- The best student solutions being assessed by an independent panel including employers with prizes for the best solutions;
- Students creating a video log of progress made each day and upload onto MOODLE, which is the College's Virtual Learning Environment.

37. As a follow-on to this work all students will later in the year participate in the "Getting the Edge Radio Project". Each student, with assistance from professional broadcasters who work on the College's three community radio stations, will record a two minute radio pitch on themselves and what they can offer to a prospective employer. Student will be able to upload their pitch to the internet and this could be used to strengthen their chances of securing a job.

38. SERC has developed Business Engagement and Student Tracking software (BEST) given the importance of employability and the opportunities afforded to students from purposeful work placements or work trials. The software aims to exploit for students the 3,000 employer contacts that the College has and ensure that students have clear employment goals or an action plan that will provide them with clear direction on the path to employment via placements and vacancies. It will also allow for structured and controlled approaches by College staff to employers and hence avoid an employer being approached by more than one staff member from the College.

39. The SERC Intelligent Analytic team provide a strategic information service to inform decision making and college planning processes. They identify sources of data and information, internally and externally, for regular use and analyse and interpret the data to inform curriculum planning and the careers advice service. Intelligent Analytics complete Sector Skills reports which are analysed and integrated with SERC data and these are presented to curriculum managers and the Careers team. By August 2012 reports have been completed for health and social care, computing and media, applied science, sport, manufacturing and electrical engineering.

40. A key piece of research that the Intelligent Analytics team is working on is destination research and the distance travelled by SERC students. SERC's research to date compared employment outcome to courses. Salary data was not included in the survey but will be included in a future survey. DEL are asking for input from other colleges and will then pilot the survey. Once the survey is rolled out SERC will have the data to research the links between courses studied and employment outcomes, including salaries. This will provide important career information for prospective students and help them to make informed choices about courses.

41. Students face a more challenging environment with fewer jobs and more competition. Achieving Essential Skills or good grades in a vocational area alone are not enough to secure employment. Students need to develop personal and enterprise skills to give them 'The Edge' by providing industry standard specialised training with much higher priority given to the development of employability skills.

42. In a recent report Skills for Employment Report, published by Ofsted (July 2012), it found that helping people to improve their chances of finding work, especially those who have few or no qualifications or specialist vocational skills, is a vital task for the further education (FE) and skills sector and one which presents considerable challenges. The report identified that these challenges have intensified during the current economic downturn as unemployment has risen and competition for available job opportunities has increased. In August 2011, the government in England launched a new initiative which invited providers in the further education and skills sector to prioritise labour market-focused training that will engage more

people who are out of work and help them develop skills that will support their progression into employment.

43. The Ofsted report found that when matching unemployed adults to specific courses, progression to employment was not a high enough priority. Too many programmes focused on achievement of qualifications and courses did not extend to training that lead to job specific skills. When looking at the overall proportion of a total of 10,270 jobseekers spanning 31 different further education providers Ofsted found only 19 per cent were successful in getting a job. Many providers were not offering jobseekers challenging enough courses that were likely to increase their chances of sustained employment. These findings have important implications for CEIAG and curriculum development in Northern Ireland.

44. Based on the Ofsted report the characteristics of the particularly effective provision included:

- development of close working partnerships with Jobcentre Plus (Jobs and Benefits Offices in a Northern Ireland context) to increase referrals, especially referrals to short vocational courses;
- the capacity to respond quickly to requests for short training provision from employers and other partners;
- effective use of the qualifications credit framework to develop accredited vocational training especially at level 2, often in subject areas new to participants;
- the development of short vocational courses, especially when linked to an employer's specific recruitment drive, that developed participants' basic vocational skills to good industry standards
- purposeful work experience that enabled participants to develop their skills in a real work environment and gave them an opportunity to show the employers their skills and potential; and
- collaborating with employers to design training in jobsearch skills focusing on CV writing, interview skills and using websites to identify relevant job vacancies.

45. These are lessons that DEL and the College need to be mindful of in relation to the Steps to Work programme and its replacement, the Skills 2 Success Programme.

46. The College works with 42 schools through the Entitlement Framework and is a member of a number Area Learning Communities. There may be scope for schools and colleges to work together through these existing arrangements to enhance the advice provided to school pupils. The close involvement of the CBI could greatly enhance the level and quality of information available to schools and pupils to assist them in making informed decisions about courses, subjects and careers. This could be done through a careers forum perhaps organised on a board basis entailing the partners in the Area Learning Communities.

Similarities and Differences in Northern Ireland Careers Service provision between Urban and Rural areas, such as availability of Careers Advisers and accessibility to CEIAG services

47. SERC is not aware of any pronounced difference between rural areas such as Downpatrick and Newcastle, and urban areas like Lisburn and Bangor in relation to the availability of Careers Service NI advisers or access to CEIAG.

48. SERC continues to make referrals to and receive referrals from Careers Service NI.

The impact of budget cuts on delivery of CEIAG across Northern Ireland

49. SERC is not in a position to comment on budget cuts in other sectors or organisations. SERC has not cut the resources to CEIAG but has increased investment in the area with the development of the BEST system and has increased the priority given to ensuing that students not only attain the target qualification but also develop employability skills valued by employers. This is evident in the introduction in September 2012 of College wide induction which is focused on developing employability skills.

Professionalisation of those who deliver CEIAG and availability of training

50. All SERC CEIAG staff are well qualified, operating to the national Matrix Standard and provide a co-ordinated and integrated service. It is essential that continued professional development and sharing of best practice across the FE sector and with careers professionals in other settings is enhanced. In particular, the need for staff to be as up to date as possible on LMI information from Sector Skills Council and the future job requirements from employers. The availability of accurate information on student destinations, including employment outcomes and salary levels, would inform both course team and CEIAG staff on the relevance of courses and qualifications in relation to employment.

51. All SERC Careers Advisers receive mandatory staff development each year and in addition are able to apply for discretionary staff development.

Recommendations on improvements to policies, procedures and practices

52. There needs to be much higher priority given to providing industry standard specialised training and the development of employability skills including the provision of intensive training in work-related skills required for specific job roles.

53. There needs to be timely and accurate destination data that demonstrates the links between courses studied and employment outcomes, including salaries. This will provide important career information for prospective students and help them to make informed choices about courses.

54. In the new Skills 2 Success Programme, using experience in England, short vocational training programmes could lead to either a work trial or guaranteed interviews linked to specific vacancies.

55. Students need to have more purposeful work placements or work trials. These provide students with the chance to try out their skills at work and show employers what they could do. Employers need to be encouraged to offer more placements.

56. Progression to employment needs to be a higher priority on programmes alongside the achievement of qualifications.

South Eastern Regional College - Additional submission

Please find attached a one page summary of actions that SERC would recommend in relations to Careers following the recent meeting of the Employment and Learning Committee in DEL.

Regards

David

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CEIAG Key Points for Employment and Learning Committee The key points SERC would make are:

What needs to be done?	How?	Who could lead?
1. It is essential that pre-entry advice and guidance is objective and impartial as decisions made by young people are not easily reversed.	DE should require all schools should be required to brief students at years 10,12 and 14 with input from DEL Careers Services, colleges, training organisations and universities	Department of Education to lead
2. Raise the quality of careers advice.	All schools and colleges should be required to hold Matrix or other forms of external accreditation	DEL
3. More research is needed to provide important careers information for prospective students and help them to make informed choices about courses and this research needs to include labour market information that shows the links between courses studied, qualifications and employment outcomes, including salaries.	There needs be leavers' surveys which track students who progress from schools, colleges and universities to track progression within a year of students leaving their course	DEL who are piloting a destination survey on this
4. Students face a more challenging environment with fewer jobs and more competition. Achieving Essential Skills or good grades in a vocational area alone are not enough to secure employment. Students need to develop personal and enterprise skills to give them 'The Edge' with much higher priority given to the development of employability skills.	This should be a compulsory part of all students' provision.	DEL for colleges DE for schools
5. Assess students' suitability for careers and courses	Pilot using online software to map aptitudes to course choices.	All colleges

Southern Regional College

10th August 2012

Southern Regional College

1 Executive Summary.

Rapid changes are taking place in the labour market, driven by technological change and global economic activity. The demands of working life are changing. Learners leaving school, college or universities face challenges and choices that are, in many ways, very different from those faced by previous generations. The pace of change is great, and its direction sometimes unpredictable. If Northern Ireland is to function competitively in a dynamic global marketplace, learners need to be fully equipped with the skills, understanding, confidence and creativity needed for their future working lives. Flexibility, information-handling skills, knowing where work is available, and a commitment to lifelong learning are now essential requirements for all entering the world of work in the twenty first century.

The increased choice of education and training pathways available to young people, the modularisation of the curriculum, the focus on employability and obtaining suitable qualifications in order that they can meet the challenge of the changing world of work, places high quality Careers Education, Information, Advice and Guidance, (CEIAG), at the heart of the curriculum. It is vital that all potential learners and their parents, guardians and carers are provided with high quality CEIAG to inform their decisions, prior to joining a course, during a course and exiting a course.

This submission is approached from two sections; firstly a description of Careers Education, Information Advice and Guidance Provision in Southern Regional College. This reflection on practice helps provide insight into the scope of CEIAG in Further Education. Secondly this submission proffers suggestions on a number of developments of CEIAG – at N Ireland level - of what might usefully support the individuals career journey and thereby the economic development of N Ireland. 3

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2. Introduction

This submission to the Committee Inquiry into Careers Education Information Advice and Guidance (CEIAG) in Northern Ireland is provided by the Careers and Learning Resources Manager in Southern Regional College.

2. Background Information.

Southern Regional College is the largest Further and Higher Education College outside of Belfast in Northern Ireland. With a total of six campuses across the counties of Armagh and Down and covering four district councils, the College offers first class education and an exciting learning environment for further and higher education.

At further education level, the College offers courses from BTEC Level 1 Diplomas, through NVQ's, National Diplomas and A levels. Many of these are aimed at our full time market although many of these courses are available on a part time basis also. We also offer Apprenticeship Training programmes at the College, where students can learn valuable trades to take into the workplace.

At Southern Regional College we pride ourselves on being able to offer students a diverse range of Higher Education learning experiences. Our portfolio of higher level professional and technical courses is broad ranging and we ensure that all our programmes, be they degrees, diplomas, certificates or professional qualifications, are of a quality surpassing that offered at university.

Within the nine Schools of the College we are confident that we can offer students qualifications which offer clear progression pathways and which are relevant for the worlds of work. We currently cater for approximately 35,000 students each year and have in excess of 1,100 members of staff.

We are an award winning College, a centre of Excellence for teaching and learning and can offer students an intellectually and socially stimulating environment. We hope we can welcome you to the Southern Regional College in the not too distant future.

Southern Regional College came into existence as a result of the merger in April 2007of Armagh College of Further Education, Newry and Kilkeel Institute and Upper Bann Institute. In the former three colleges there were three career services which unified in the merger to become Southern Regional College's careers service. This was the result of a journey to provide a quality careers service to all users encompassing models of best practice of CEIAG.

As a result, there has been implementation of consistent CEIAG policies and procedures across all campuses to learners.

3. Provision of Careers Education Information Advice and Guidance (CEIAG) in Southern Regional College

- **Award of Matrix Quality Standard to SRC Careers Service**.

The Southern Regional College Careers Service has successfully achieved the prestigious Matrix Quality Standard on May 9th 2012. The unique quality standard for organisations to assess and measure their advice and support services, which ultimately supports individuals in their choice of career.

The Matrix Standard is a national quality standard for organisations delivering information, advice and guidance services for learning and work. It is a robust framework, consisting of 4 elements, which define best practice: Leadership and Management, Resources, Service Delivery and Continuous Quality Improvement.

27 criteria had to be met to gain the Standard focusing on the delivery of the services and on the efficient management of people and resources- a rigorous process by any standard.

The assessor noted in her report

"Internal partners spoke highly of the close liaison with the Careers Service. They were particularly impressed by the professional and yet friendly approach that put students at their ease when accessing the service. They spoke about how close attention was paid by the Careers staff to ensure that students were guided to the right course."

Students spoke about their expectations of the service to the assessor and said:

"(Name) is so easy to speak to. They never make you wait for an appointment and they somehow help you find the right words to put on the Statement. Without their input I would never have gained the qualifications I have nor considered myself suitable for the career that I am going to pursue."

The SRC Careers Service received excellent feedback, including the following:

"Close attention has been paid to ensuring that students of all capabilities are able to access careers information. Students spoke about how they had been encouraged to get into the available information and how they were made aware of a range of formats that could be used."

Key roles and responsibilities of those involved in CEIAG provision across Southern Regional College are identified below:

3.1 **Chief Executive and Senior Management**

Responsibility for:

- Promoting the value of CEIAG;
- Planning for coherence and progression across the CEIAG curriculum;
- Ensuring quality of provision;
- Allocation of adequate resources including time; and
- Monitoring, evaluating and reviewing the quality of learners' experiences and outcomes

3.2 **Responsibilities of SRC Careers Service Staff**-

There are four members of the SRC Careers Team. Frank Mc Court, Careers Manager, based in Armagh, Claire Ussher, who is responsible for the Portadown, Lurgan and Banbridge Campuses and Mabel Doole, is the Careers Officer based in Newry covering the Newry and Kilkeel campuses. The SRC Careers Team is supported by a Careers Intern Barbara Long through the colleges graduate intern programme. Each Careers Officer manages their caseload under the direction of the Careers Manager.

All post-holders work under the direction and guidance of the Careers and Learning Resources Manager to ensure effective operation and delivery of a range of Careers Education, Information, Advice and Guidance (CEIAG) services to students, external partners and the general public.

This includes the operation and administration of the following areas:

- Careers Advice
- Careers Education Programme
- Personal Career Planning
- CEIAG Development and Promotion

- Work Related Learning and Skills Development
- Employability Skills Development
- Internal and External Careers Liaison

Careers Education Information Advice and Guidance Services

- Identify, implement and evaluate appropriate systems of CEIAG to assist the curriculum managers in maximising student recruitment, retention, and progression.
- Provide careers education and guidance to all full time and part time students/trainees.
- Implement career plans for all full time students in line with the Individual Student Learner Agreement.
- Provide careers education and guidance to individual students/trainees referred to the Guidance and Student Information Centre.
- Assist in the enrolment process giving advice to prospective students on suitable courses and their availability.
- Inform personal tutors regarding the UCAS/CAO process.
- Maintain contact with agencies with the ability to meet specific needs of students/ trainees which are outside the expertise of the College, including arranging appointments, etc.
- Provide information and guidance to students/trainees on financial support from the Education and Library Boards, Training and Employment Agency, Department of Health and Social Services, Student Loans Company.
- Maintain contact with the agencies which provide financial support particularly the Education and Library Boards (Awards and Benefits Branch), Department of Health and Social Services (District Offices), Training and Employment Agency and the European Union.
- Provide information on the availability of accommodation for students requiring board and lodgings, maintain a register of such accommodation and an up-to-date record of where students are residing throughout the year.
- Liaise with and support other College services e.g. Central Admissions, Marketing, Learning Support and Student Services.
- Participate in open days/evenings, careers conventions, etc organised by the College or with which the College is involved, within the College and elsewhere in order to encourage progression from other places of learning to the College.
- Assist curriculum managers in achieving agreed targets for student recruitment by planning appropriate internal and external CEIAG activities.
- Support the organisation of events including: Graduation ceremonies, Parents' Evenings and Open Days.
- To assist the Careers and Learning Resource Manager on strategy and policy formulation relating to the College Careers Education, Information, Advice and Guidance (CEIAG) functions.
- Assist the Senior Management Team in the promotion of the CEIAG in the local community.
- Prepare reports, letters, correspondence etc relating to CEIAG issues for consideration by the Careers and Learning Resources Manager.
- Assist with the development planning process within the Careers Education, Information, Advice and Guidance Sections.
- Develop, implement and maintain effective and efficient policies and procedures.

- Establish an effective system of communicating Careers Information to ensure awareness at all levels throughout the Southern Regional College.
- Represent the SRC Careers Section as required and liaise as required with relevant external bodies.
- Keep up to date with the latest developments in Careers to ensure that the services meet the needs of users.

3.3 **Responsibilities of College Lecturing Staff including Personal Tutors**

Responsible for managing and delivering Careers Education:

- Designing and delivering a CEIAG programme and linking lessons and activities to the appropriate Learning Intentions within the CEIAG Map;
- Using a range of learning and teaching methodologies that make CEIAG effective and enable development of employability skills;
- Participating in evaluation and development of the CEIAG programme; and their own professional development, including Lecturers into Industry and Visiting Lecturer Programmes,

As subject specialists, lecturing staff have an important role in:

- Linking subject content to the Learning Intentions of the CEIAG Map;
- Making connections between the development of skills and capabilities across the revised curriculum in preparation for adult and working life; and
- Updating own knowledge of employment and learning opportunities through;
  - Organising guest speakers pertinent to the specific vocational area
  - Organising of industrial visits
  - Where appropriate the organisation and management of work placements.
  - Exploration, through one – to one and group tutorial sessions with students on post course progression options.

3.4 **Accessing CEIAG at Southern Regional College**

The SRC Careers Statement of Service outlines in detail the purpose of the Service and the range of services it offers to users. It details what we offer users i.e. careers advice and guidance, careers information and careers education. It also details what users should expect from the Service and how they can make contact with the Service. This is emphasised also in documents such as the SRC Careers Service Flyer, Induction PowerPoint and other Throughout the year the SRC Careers team actively promote the Careers Service to potential and existing users. For example in September the Service is promoted to new students to the College at a group induction using the PowerPoint Induction. These students are then introduced to the service again in their smaller tutorial groups as part of their overall induction to SRC. This involves personal tutors physically taking the group to the Careers Service office and meeting their respective Careers Officer. All students get a copy of the Student Services Guide and this outlines the Service. Later in the year Careers Officers also visit local schools to promote the College and services available to potential users.

Posters promoting the SRC Careers Service, what it can offer and how to get in contact with it are also displayed on notice boards throughout all campuses. There is a specific SRC Careers Section on the College Virtual Learning Environment – Moodle.

Potential users can find information about the service on a variety of media. These include the College Prospectus, Open Days/Evenings, and Careers Section on SRC website, www.src.ac.uk, at induction as outlined above, the SRC Careers Section on the College Virtual Learning Environment – Moodle and through the flyer. The service is also promoted via a

network of DEL Careers Advisers, School Careers Teachers, Transition Officers, Job Centre personnel and EGSA. The service is also promoted in the community via the College Community Officers and visits by SRC Careers to outreach centres.

Each campus has a designated careers area containing a range of up to date resources, this includes career leaflets, flyers, handouts magazines, and information packs on careers such as the forces/nursing/social work. These resources also include HE/FE prospectuses, electronic files to include a number of careers software packages (Pathfinder, Adult Directions & Odyssey).

Each designated careers area has dedicated computers for services users. Within the Learning Resource Centre there is a designated careers area and comprehensive IT facilities for all service users. Information is accessible through our virtual learning environment such as Moodle which include resources on all aspects of career information advice and guidance. For example this would include 'A Guide to Writing Your Personal Statement'. All information held by the service is done so because it has been established that it meets the needs of the service users.

Information held by the service is audited annually and updated if required. This includes updating PowerPoint presentations. For example, applying to HE and manual information such as university or college prospectuses. All information produced in house by the service is dated. We constantly review all materials and resources and through regular research and attendance at briefings seminars, open days. We collate the relevant changes and updates which then we disseminate to our service users including tutors through career presentations when conducting one to one guidance interviews, email and notice boards and through updating our virtual learning environment.

3.5 **CEIAG Implementation at SRC**

A programme of Careers Education, Information, Advice and Guidance appropriate to all learners is provided as follows through:

Marketing and Promotion of Careers

Southern Regional College will endeavour to market and promote its Careers Education, Information, Advice and Guidance Service and programmes by:

- The College's Careers Officer working in partnership with all staff
- Effective communication of all Careers information throughout the College
- Organising and delivering Career Guidance Seminars
- Assisting teaching staff in the delivery of Career Guidance Sessions
- Establishing and maintaining relationships with a range of guidance agencies e.g. EGSA, DEL Careers Officers
- Attending career conferences in schools, universities and in local industry
- Working in partnership with outreach and satellite centres
- Engaging with the local Chamber of Commerce and Trade and the Careers and Education Forum

Pre-Entry Guidance:

The College will offer the prospective learner:

- Reliable and impartial educational guidance, which takes into, account the learner's prior achievement and career aspirations.
- Clear and accurate information about programmes of learning, qualifications, facilities and entry requirements.

- Information on how programmes will be assessed and the management of the learning process.
- Information about the Institute's facilities.
- Information about the cost of the programme and the financial support including grants, which may be available.

On Course and Exit Guidance

Personal Tutorial System

This will enable learners to acquire the skills and knowledge they need to make informed choices and decisions for the future by providing learners with an opportunity to consider their academic and personal development in the context of their future career. Advising on HE, FE, training and employment opportunities through the following activities and services such as:

- Completion of ISLA – Career Pathways
- Delivery of a vocationally relevant curriculum
- Employability skills development

The College recognises that the development of the curriculum involves all College staff and appropriate external agencies in the development and implementation of a range of attendant curriculum support initiatives including student support, guidance, induction, employability skills, ILT, personal tutor support, work-based learning, creativity/enterprise

Careers Guidance Services

- Preparation and Progression Training
  - Interview Preparation
  - Preparation and Completion of Applications
  - Portfolio Building
  - Preparation of CV
  - Evaluation of skills and knowledge.

Careers Library:

An accessible information point on each main Campus

- A Careers Library allowing learners to access a wide range of information sources as and when necessary
- Current resources include prospectus, computers, posters, videos, CD ROMs, student finance manuals
- Access to E-Learning Facilities

Careers Information Sessions

- Individual Careers Advice to enable learners to realistically plans their career and gives specific guidance as to the pathways available
- Specialist Careers Advice will be given as the need arises for certain occupational areas e.g. Nursing, Engineering
- Group and Individual Careers Sessions

A variety of teaching and learning styles will be employed, including opportunities for individual research, group activities, and extensive use of ICT, including interactive software packages e.g. Pathfinder, and Odyssey.

Work experience

The importance of work experience in developing learners' career potential is vital and at Southern Regional College work experience is regarded an integral part of the broader vision of Careers Education programme. Learners are offered the opportunity to extend their knowledge of work and working roles, by drawing on their own and other's research and experience through:

- Job Shadowing
- Industrial Champions
- Realistic Industrial Projects
- Lecturers into Industry
- Industrial Visits
- Placement opportunities for Alumni and current learners
- Industry Days

3.6 **Southern Regional College CEIAG provision works with a number of external partners**:

a) **Employers/ Business Education Partnerships/Labour Forums** - fostering the links between and industry and giving our students an insight into the world of work. This will include initiatives such as:

- Work experience opportunities
- Lecturers into Industry
- Industrial Visits
- Enterprise Activities
- Work-based Assignments
- Mock-Interviews
- Virtual Careers Mall

b) **Community/Voluntary Organisations** – this requires a joint approach with organisations such as The Prince's Trust, Gingerbread NI and The Arinna Project to provide careers information, advice and guidance to potential learners of SRC.

c) **EGSA and DEL Careers Officers** – By having Service Level Agreements in place to work in partnership in the best interest of clients, including the exchange of information. This provides and opportunity for SRC learners to gain a broader guidance perspective.

d) **Schools /Training Providers** – To work with local school and training providers to make pupils and learners aware of the learning opportunities at SRC and enable them to be aware of all their options in order to make informed choices. This is can be achieved through careers conventions and interview skill days and ongoing work with VEP groups.

e) **Higher Education Institutions** - SRC careers staff will continue to maintain effective working relationships with local and national Higher Education Institutions to facilitate the progression of SRC learners into Higher Education.

Southern Regional College has also established a number of partnerships and industrial links through:

- Business Support Unit and associated initiatives; Interact, ABLE, Train gain
- Outreach Programmes
- Lecturers into Industry
- Local school links-Schools Partnership Programmes
- Industrial Liaison Committees
  - To help prepare students for the world of work
  - To promote a learning culture
  - To help students gain an insight into the world of work and contribut to their decision making regarding their futures

3.7 **Evaluation Methods of SRC Careers Provision**:

The Careers Service has both a staff and student questionnaire designed to establish user's views of the service. These are completed at the end of individual and group career sessions.

Throughout the year student focus groups which are conducted on all campuses are also used as a mechanism to gain student feedback. These are conducted bi-annually and the feedback is used to improve the delivery of the Careers service. One example was recently, at the Newry Campus, students expressed a desire to have more employer seminars/fairs and more exposure to employers. This has resulted in an action to review existing events and liaise with Student Activities in organising Career Fairs during the next academic year. Informal verbal feedback is also given by lecturing staff and users.

In addition to the Career Service Surveys, Southern Regional College conducts two learner surveys annually, one conducted by the SRC Quality Unit and the second by an independent organisation which provides feedback from learners on all college areas including Careers.

Formal comments are acted upon by the Quality Manager, Careers Manager and Careers Team. Informally individual Officers will take appropriate action to improve the quality of the service. This is evident in the minutes of monthly team meetings. An example of this was the introduction of a new system of payment for UCAS. The SRC Careers team must update Senior Management on improvements to the service or actions following focus groups as illustrated for example in the Focus Meeting Action Plan. Comments which have been fed back are discussed at team meetings.

All areas of the College (teaching & support) are required to produce a self-evaluation report, using the IQ: RS and self-evaluation pro-forma. Data is presented in a comprehensive range of report formats which staff at all levels in making evidence based evaluations about the quality of provision including achievements and progress on stated aims and objectives. The Self-Evaluation Review is an opportunity for identifying areas for improvement. The collection of Course and Team self-evaluation provides the evidence base, along with more strategic data from the quality and performance unit, to carry out a group self evaluation. A report (short and full length) is produced and forwarded to the Senior Management Team (SMT), via the Quality Improvement Unit. Each member of the SMT is required to read and reflect on the findings of all school and area self-evaluation reports. A collective analysis of these reports is carried out and a broad self-assessment established against IQRS.

The service is involved in ETI inspections. External validating agencies including HE bodies and external verifier reports regularly evaluate the quality of the service. Quality awarding bodies e.g. IIP, Beacon Awards also seek the views of our user groups. Each campus has a designated careers area containing a range of up to date resources, this includes career leaflets, flyers, handouts magazines, and information packs on careers such as the forces/ nursing/social work... These resources also include HE/FE prospectuses, electronic files to

include a number of careers software packages (Pathfinder, Adult Directions & Odyssey). Each designated careers area has dedicated computers for services users. Within the Learning Resource Centre there is a designated careers area and comprehensive IT facilities for all service users. Information is accessible through our virtual learning environment such as Moodle which include resources on all aspects of career information advice and guidance. For example this would include 'A Guide to Writing Your Personal Statement'.

3.8 **Further Development of the SRC CEIAG Provision**.

- Delivery of CEIAG to Community Education groups. The progression of students from education courses based in the community to main stream full or part time College courses requires further development.
- Development and introduction of recording learner destinations.
- Development of more on-line guidance.
- Further monitoring of Service users so as to inform Service development.

4 Development of CEIAG Provision within the Context of N Ireland.

4.1 Information Sharing between Colleges of Further Education and DEL Careers Service:

It remains important that students who do not complete study programmes or who do not progress from one study programme to another or into employment are provided with as immediate as possible careers advice and guidance. It is therefore recommended that information on such non completing or progressing students is immediately shared with Careers Service NI so as to promote early contacting and CEIAG support. Shared information would be e – based.

4.2 **Information Sharing between Job Centres and Colleges of Further and Higher Education**.

Supporting the early re engagement of the recently unemployed with alternatives is important. The online streaming of educational opportunities to the recently unemployed and their early engagement with the education process merits creative exploration. Options include - direct web links to local FE provision triggered through the" signing on" process.

4.3 **Partnership between Further and Higher Education and Industry**.

Such linkage would:

- Inform Curriculum Managers on the employability potential of students progressing from College courses at all levels.
- Improved acceptance and recognition of Vocational Qualifications for entry to Higher Education and to employment.
- Support the constant updating of staff knowledge and experience on current industrial practices thereby influencing course delivery methods, course contents and relevance to progression and employment.
- Support the development of College student knowledge and experience of industry by providing guest speakers; joint staffing of interview and job preparation panels; provision of work experience and placements.

These developments would contribute to the broadening of the concept of LMI and develop a student centred experiential facet to LMI. It is suggested that this partnership between education and industry needs to be externally facilitated and managed – where expectations and outcomes are clearly defined and evaluated.

4.4 **Volunteering**:

The creative exploration of how volunteering and student access to volunteering opportunities might be best managed. This is an extension of experiential LMI and is becoming significantly important to young people being able to acquire necessary experience and insight into employment and potential careers.

4.5 **Provision of Work Placements:**

Training provided under the egis of Training for Success and Apprenticeship NI requires trainees to have access to industrial placements. Industry in N Ireland is based on a small business economy; small employers are willing to provide placements but are increasingly reluctant to do so because of the punitive costs of funding the required insurance cover. Creative methods of supporting employers with this increased cost need to be found if Apprenticeship training and NVQ training are not to be severely curtailed.

4.6 **Electronic Individual Learning Plan (EILP).**

Conceptually the EILP is excellent; structurally it is limited especially in the area of CEIAG. The EILP needs to support the importing and accumulation of student centred reflective experiences from a variety of contexts. These contexts include work experience, volunteering diaries; placement assessor's reports; career action planning; self-auditing and much more. In addition it needs to support the importing of externally generated documentation - for example data from SkillCheckLive and PathfinderLive careers software. It also needs to support the recording of dialogue between the student and his / her tutor. It is suggested that a review / restructuring of the current EILP needs to be undertaken and that a periodic review process is inbuilt so as to facilitate new requirements. Reviewing to be undertaken through consultation between IT and careers specialists. EILP Carer Section should feature more prominently in ETI inspection.

4.7 **Student Motivational Support**:

Self-esteem is a significant factor underpinning achievement. Low self-esteem is often reinforced for those students who progress from secondary school with low achievement levels. At a Province level good experiential intervention and research needs to be undertaken to develop strategies for assisting Colleges to best manage low self-esteem in its students. This is a factor which contributes to course drop out and ultimately to the NEETS phenomenon.

4.8 **The Global Dimension of CEIAG and Curriculum**:

There needs to be a symbiotic relationship between curriculum, CEIAG and agencies external to the College such as Invest NI and Sector Skill Councils. Curriculum providers need to be acutely aware of the relevance of their product to the national, international and global market and to constantly remain in step with changes within those markets; LMI needs to continuously inform curriculum development; staff development should support innovation and development; curriculum permutations should reflect industrial demand. An immediate example being how can our current progressing students best exploit IT development in NI and equally how can our increasing trade with Asia and China be of use for career opportunities.

4.9 **Widening Participation – Increasing Access**.

This has two aspects-

- Further work needs to be undertaken in mapping APEL as a process of accepting highly skilled and experienced but poorly qualified applicants into a broader range of Further and Higher Education courses.
- Trainees who have qualified as apprentices and who wish to progress to the more academic vocational strands of HND / HNC / Foundation Degree programmes require the

availability of a recognised bridging course due to the non-recognition of their NVQ Level 3 qualification as being suitable for supporting progression to Higher Education.

4.10 **On Line Careers Resources**:

It is important that on line resources are easily accessed; up dated with regard to LMI; contain useful instrumentation of for example CV writing, personal profiling, personality and job matching profiling and that all developed documentation can be exported to other source documents – in particular student Individual Learning Plans. (See point 4.6)

4.11 **The Promotion of Education on Employability**:

Conceptually employability needs to remain within CEIAG but to be more prominently and pragmatically addressed. Progression requirements into industry are not confined solely to the acquisition of qualifications. Employers of all levels of applicants are placing significant weighting on applicant employability. It is suggested that this needs to be addressed both by Careers Service NI and by educators across all age groups and education settings through curriculum focus points and outcomes rather than a prescribed curriculum which has the potential of confining creative content delivery.

4.12 **CPD for Careers Practitioners**

There needs to be a suite of relevant Careers Qualifications accessible and available to all those delivering CEIAG.

5 Concluding Comments

Careers education information advice and guidance can be the bridge between aspiration and attainment or uncertainty and planning. It can provide hand rails and stepping stones for those uncertain parts of the progression journey. There is an imperative on careers advisors at all levels of organisations to become and remain as informed as possible and adroit at providing quality careers education information advice and guidance. Equally to aid their professional functioning advisors need to be supported by information systems, procedures and resources. This submission highlights, through detailing current advisor roles and responsibilities within a College of Further and Higher Education and through suggesting future developments, what might be usefully considered for the shaping of CEIAG provision.

The University of Ulster

University of Ulster
Careers Education, Information, Advice and Guidance

1.0 Central to the University of Ulster's vision of *leading in the provision of professional education for professional life*, the University is committed to supporting graduates to gain *stimulating and fulfilling employment*. As part of this commitment the University's objective is provide students with learning experiences that will give them the confidence, knowledge and skills to enable them to take up challenging employment opportunities and to contribute to the further development of their chosen profession.

2.0 Within Ulster Careers Education, Information, Advice and Guidance (CEIAG) is provided by the Employability and Marketing Department. The Department provides comprehensive, first-class resources and services that are complementary to and integrated with, the academic provision of the University, enabling our students and graduates to develop, evaluate, and implement career decisions and employment plans for the mutual benefit of themselves, employers and the University community.

3.0 The Employability and Marketing Department is accredited to the national Matrix standard and all CEIAG staff are professionally qualified. The careers provision offered by Ulster includes:

- providing careers information and guidance services to prospective students, current students and graduates.
- delivering career development learning programmes both as an integral part of degree programmes and as a co-curriculum offering as part of the Universities Certificate in Personal and Professional Development (CPPD). During 2011/12 over 2000 students undertook employability modules within the CPPD framework.
- providing opportunities for work-based and work-related learning. Annually over 2000 students undertake placement making Ulster one of the largest work-based learning providers in the UK.
- enhancing employability, via the Personal Development Planning process, which encompasses reflection on academic, career and personal development. (http://pace.ulster.ac.uk).
- providing opportunities, via the Ulster EDGE Award (http://edge.ulster.ac.uk), for students to record and showcase their employability skills to potential employers.
- supporting career transition into employment, further study or training. Ulster's Professional Experience Programme, for example, is specifically designed to support graduate leavers, who are unemployed or underemployed, undertake a six month graduate internship with a local employer (http://adl.ulster.ac.uk/lll/pep)

4.0 While recognising the strength of CEIAG provision within Ulster there are challenges in relation to the quality and timeliness of the careers information and guidance available to young people considering studying at University and the information available to their parents/guardians to help them make this important decision. There is a need, particularly for designated careers teachers within post primary schools, to have the necessary training and support to enable them to provide impartial and accurate careers advice about progression routes into and career paths from higher education programmes.

5.0 In an attempt to address this issue the University of Ulster, over the coming year, as part of its 'Study at Ulster' website (http://study.ulster.ac.uk), will be developing high quality interactive CEIAG resources for use by careers teachers, prospective students and their parents/guardians.

The University of Ulster - Additional submission

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Employability and Marketing

14 December 2012

Mr Basil McCrea
Committee for Employment and Learning
Room 346, Parliament Buildings
Stormont
Belfast
BT4 3XX

Dear Mr McCrea

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

Enclosed is the University of Ulster report in response to the inquiry into Careers Education, Information, Advice and Guidance.

We have revisited our submission after reviewing the Hansard transcript of the briefing and have provided information requested by the Committee along with details of our CEIAG provision at the University of Ulster and recommended changes to improve CEIAG to pupils and parents.

Yours sincerely

Maria Curran
Head of Employability

Encs.

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1.0 PROVISION OF CAREER EDUCATION, INFORMATION, ADVICE AND GUIDANCE AT UNIVERSITY OF ULSTER

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4.0 CHALLENGES FACING PROVIDERS OF CEIAG IN POST PRIMARY EDUCATIION

Appendix 1: Employability & Marketing Strategy

Appendix 2: Career Development Learning Framework within Ulster

Appendix 3: List of School Visits/Careers Events 2011/12

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UNIVERSITY OF ULSTER

RESPONSE TO THE INQUIRY INTO CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

University of Ulster

Response to Committee of Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

1. PROVISION OF CAREER EDUCATION, INFORMATION, ADVICE AND GUIDANCE AT UNIVERSITY OF ULSTER.

1.1 Central to the University of Ulster's vision of leading in the provision of professional education for professional life, the University is committed to supporting graduates to gain stimulating and fulfilling employment. As part of this commitment the University's objective is to provide students with learning experiences that will give them the confidence, knowledge and skills to enable them to take up challenging employment opportunities and contribute to the further development of their chosen profession.

1.2 The University places a strong emphasis on direct employer and professional body input to course design and delivery, this blends well with the academic content informed by cutting edge research and results in a modern fit for purpose learning experience for students. The University has forged numerous of links with industry and commerce which include Knowledge Transfer Partnerships, Office of Innovation and Enterprise, Sector Skills Councils along with all professional bodies.

1.3 Careers Education, Information, Advice and Guidance, (CEIAG) is provided by the Employability and Marketing Department at Ulster. Employability and Marketing provides comprehensive, first-class resources and services that are complementary to and integrated with the academic provision of the University, enabling Ulster students and graduates to develop, evaluate, and implement career decisions and employment plans for the mutual benefit of themselves, employers and the University community. All CEIAG staff are professionally qualified and possess or are working towards a teaching qualification to support delivery of careers education.

1.4 The University's Employability and Marketing Strategy for (2011-2016) sets the agenda for embedding employability into the Ulster student experience (see Appendix 1 for full report).

The key aims within the Strategy most relevant to the current inquiry are:

- To co-ordinate, develop and enhance strategic educational partnerships with schools and colleges in Northern Ireland, the Republic of Ireland and Great Britain
- To strategically support and enhance student and graduate employability delivered through the curriculum, co-curricular and extra-curricular activities
- To co-ordinate the development and enhancement of work-related and work-based learning opportunities for students and graduates

- To collaborate with faculties to widen and strengthen engagement with industry and business locally, nationally and internationally to enhance student and graduate employability.

Performance measures for the new Strategy include:

- Increased visibility of employability as a core strategic objective of the University
- Meeting or exceeding the HESA benchmark for graduate employability
- Enhanced engagement with and support for Schools & Colleges in pre-entry guidance advice
- Increased employer engagement on campus and online to support student placements and graduate employability
- By 2016 all undergraduates will have the opportunity to undertake some form of work-based/work-related learning during their time at Ulster.

1.5 Employability and Marketing deliver Career Education (CE) and Career Information Advice and Guidance (CIAG) as a co-ordinated cost effective student focused service. CE is primarily delivered, although not exclusively, in lecture/classroom style format and CIAG delivered via group work, open workshops, bespoke events/fairs, information sessions, career guidance appointments and provision of a drop in careers advice service. Students can access CIAG daily without appointments in a dedicated Career Information Centre situated on each campus. CIAG can also be accessed off campus using online technology, email or telephone.

1.6 Employability and Marketing have developed and implemented a Career Development Learning framework that enables CE to be delivered in a range of different formats to ensure flexibility and effectiveness. This framework has been implemented across every School and Faculty in the University and has the potential to impact on every student. Within this framework CE can be delivered both as an integral part of a degree programme and/or a co-curricular offering through the University's Certificate in Personal and Professional Development. Many of Ulster's CE programmes are accredited at 5, 10 and 20 credit points and are developed on a bespoke basis for particular Schools and Programmes.

1.7 Employability and Marketing now offer a significant number of accredited CE programmes a sample of which is;

- Year 1 careers module designed to support student's transition into Higher Education and support their career planning in year one of their course.
- Year 2 careers module designed to build upon skills development and support a student's preparation for work placement, voluntary/paid work experience.
- Final year careers module designed to support a student's transition into the graduate labour market.

1.8 In 2011/12 a total of 2591 students successfully completed accredited career modules and there is a plan in place to increase these numbers over the coming years. Appendix 2 provides an overview of the Career Development Learning framework within the University of Ulster.

1.9 Joining up CEIAG at the University of Ulster has required investment in the development of a range of online support tools which have enhanced the delivery and assessment of careers education activities which includes; a Virtual Learning Environment for each accredited careers module and a comprehensive Careers Portal which houses further resources to support all aspects of employability. All students are offered the opportunity to reflect on their personal, career and academic development through the use of Personal Development Plans. A fundamental driver for Personal Development Planning (PDP) is the desire to develop students that are more self-directed, autonomous learners, who appreciate how and why they are learning. These qualities are not only valued in the academic arena but are central to, and form part of continuous professional development and the pursuance of lifelong learning. Structured and supported PDP is a key process in enabling students to acquire, reflect upon and value such skills and subsequently develop employability skills. Ulster's bespoke PACE system (Professional and Career Enhancement) is an interactive system that supports all students in developing, reviewing and recording their employability skills.

1.10 In 2011, in response to both the need to further enhance student employability and the introduction of the Higher Education Achievement Record (HEAR), the University launched a new employability Award 'Ulster EDGE'. The EDGE Award is about enhancing the employability of students and boosting their career prospects by providing engagement with, and official recognition of, extra-curricular and co-curricular activities and achievements such as; Tutoring in Schools, Class Representation duties and various forms of work-based learning. This is a University wide initiative developed in partnership with; academic departments, the Students Union, the Ulster Sports Academy and external bodies to ensure activities are both appealing and beneficial to students.

1.11 The University of Ulster is concerned with applied and vocational education and has one of the largest work-based learning programmes in the UK, with the majority of courses offering placement. In addition, wherever possible, courses are designed in partnership with relevant professional bodies so that students graduate with a qualification that is recognised by their chosen profession.

While studying at Ulster students can access a wide range of opportunities to undertake work experience. Examples include:

- A substantial percentage of Ulster's programmes include a period of industrial placement, practice education or practice learning placements. Annually over 2000 students undertake such placements, with the University being one of the largest providers of

work-based placements across the HE sector, e.g. of the 2000 students undertaking placement activity, some 1200 of these are carrying out year-long work-based placements between the second and final year of their courses.

- As part of Ulster's Certificate in Personal and Professional Development framework all students are offered the opportunity to undertake an 'Employability through Work Experience' module. This enables the University to recognise and accredit students' short-term, part-time or volunteer work experiences. To gain recognition for this activity, students must successfully reflect on how experienced gained during a minimum of eighty hours with local organisations has improved their employability skills and knowledge of the business sector.

- In recognition that Northern Ireland is dominated by small to medium sized companies (SMEs) and the need to promote creativity and innovative entrepreneurs, a new Enterprise Development module has been developed and is available for students to undertake in addition to their degree programme. Invest NI, local SMEs, entrepreneurs and alumni support this initiative.

- In June 2011, in response to the current economic downturn and the on-going difficulties for graduates to find employment, the University of Ulster developed and launched a Professional Experience Programme. The programme is specifically aimed at supporting current graduate leavers from Ulster who are either unemployed or underemployed. The programme includes a 6-month graduate internship with a local employer, integrated with study for Ulster's Graduate Certificate in Professional Practice. There is no cost to the graduate and the University provides each participant on the programme with a £5000 bursary. Employer costs are minimal (approximately £2000) and include course fees, appropriate travel expenses and a contribution to a student bursary.

1.12 Employability and Marketing organise a series of large/small scale career events throughout the academic year offering students a comprehensive range of activities to encourage them to engage in co-curricular and extra-curricular activities to enrich and add value to their learning experience at Ulster. Opportunity providers are brought onto all campuses promoting exchange/study/paid/voluntary opportunities throughout NI, Ireland, UK, Europe, Asia, Africa, USA, Australia, Canada, China etc. Graduates in today's labour market must be outward facing and significant effort is now being placed on students using their time at university to study/work/volunteer locally or abroad to enhance their employability skills.

2. SCHOOL AND COLLEGE ENGAGEMENT ACTIVITES

2.1 A new development for the University is the increasing focus on pre-entry CEIAG specifically for pupils in post primary education and further education colleges. Employability and Marketing is targeting resources to these institutions to support career teachers/advisers, parent/guardian and most importantly pupils and students to make informed course choices to ensure a smooth transition to Higher Education and a pathway to employment identified.

2.2 The University of Ulster has developed a new School and College Engagement Strategy. At the heart of the Strategy is the principle that engagement is an integral, intrinsic and embedded part of our teaching, research and academic enterprise endeavours, rather than a separate, additional strand of activity. The University's vision and strategy is intended to provide a framework for integrating and co-ordinating collaborative activities with schools and colleges in Northern Ireland, the Republic of Ireland and in Great Britain for the period 2011-2016.

2.3 The Strategy is intended to be dynamic in nature and evolve over time, thereby enabling Ulster to be responsive to an increasingly challenging operating environment, (see Appendix 5 for full detail). The Strategy aims to:

- Develop and strengthen relationships with schools and colleges and increase their awareness of Ulster, including its key features and messages, graduate employability record and major campus developments
- Address broader issues of social inclusion, through widening access and participation to Higher Education by under-represented groups and those from diverse backgrounds
- Enhance engagement with all prospective students to better inform their expectations about a higher education experience and to support them in making informed course choices, thereby facilitating their smooth transition to Higher Education
- Maintain and enhance Ulster's reputation as a sector leader in widening participation and top UK University in terms of applications through UCAS
- Develop comprehensive communication and information systems for managing all Ulster's engagement with schools and colleges in order to facilitate effective engagement by central departments and faculties
- Increase the impact of university led activities within schools and colleges and develop learner communities focussed around the University

2.4 The Strategy underpins the values and goals embodied within Ulster's Corporate Plan insofar as it attempts to make a real contribution towards the development of an inclusive society and a dynamic, sustainable economy. It aims to maintain and develop Ulster's reputation for attracting high quality students, without compromising its excellent record of widening access for those from under-represented groups and diverse backgrounds. The Strategy

has the potential to serve as a catalyst for meaningful social, economic and cultural improvement for all its associated activities. In addition to the development and enhancement of strategic, educational partnerships with schools and colleges, the Strategy's wider value will also rely upon the nurturing of close operational relationships with employers, community groups, statutory bodies and other relevant agencies.

2.5 The University of Ulster acknowledges the delivery of CEIAG by the Department of Education and Department of Employment and Learning Careers Service and sees Ulster as becoming a strong professional support to enhance pre-entry CEIG.

3. THE STEP UP PROGRAMME

3.1 Step-Up is a unique and innovative interventionist programme which provides new learning opportunities in science for talented young people who live in areas of social and economic disadvantage. The programme aims to raise pupil's aspirations, expectations and academic performance thereby enabling them to progress to higher education. Appendix 5 provides a listing of schools involved in Step-Up, along with other widening participation engagement that Ulster has undertaken during 2011/12.

3.2 The programme actively involves the University, schools, industry, local hospitals and government agencies working in a collaborative partnership to contribute to the teaching of the twelve unit GCE Applied Science (formerly Advanced Vocational Certificate in Education) qualification (which is equivalent to two 'A'-Levels). The activities are delivered in the schools as well as within the University. Pupils are also required to undertake within their own schools, an additional 'A'-Level or GCE Applied six unit award. The selected participants join the programme at age 16, having been identified previously through engagement activity delivered in schools and the local community and leave Step-Up at age 18.

3.3 Step-Up has been operating at the Magee campus of the University of Ulster for twelve years. Eleven cohorts of Step-Up students have successfully completed the programme with 99.7% obtaining the AVCE Applied Science qualification. Almost 70% of students have obtained double 'A' or 'B' grades with the remainder obtaining double 'C' grades. In 2004 and 2005, almost one-third of students achieved straight 'A' grades. Almost all the pupils have progressed to university either in Northern Ireland or Great Britain, whilst those not entering university have progressed to higher education courses based in the Further Education section or to employment.

3.4 The Step-Up programme in Belfast specifically redresses the generational cycle of educational underachievement and social disadvantage by providing enhanced learning opportunities and progression routes to higher education, for young people from both communities and across socio-economic groups 5-7. The programme was initiated in Belfast in September 2006 and adopted the same model and approach as the highly successful Step-Up programme which has operated in Derry since 2000.

To date five cohorts have successfully completed the Belfast programme. The level of success evident in the North-West programme has been replicated in Greater Belfast with 97% of pupils obtaining the GCE Applied Science qualification of which 65% achieved double 'A' or 'B' grades. 96% of those who have completed the Belfast programme have progressed to universities in Northern Ireland and Great Britain, whilst those not entering university have progressed to higher education courses based in the further education section or directly to employment. The retention rate for Belfast Step-Up students is also equally impressive with 94% of entrants currently completing degree level programmes of study.

4. CHALLENGES FACING PROVIDERS OF CEIAG IN POST PRIMARY EDUCATIION

4.1 Key Issue 1:

The strict division of CE and CIAG delivery seems to be somewhat artificial, costly and has not yielded the required results. School teachers deliver the former, while the latter is normally delivered by the Careers Service of Northern Ireland and, in many cases, viewed as a bolt on to the pupils' educational journey. The main influence in a pupil's life, apart from family, is school and in particular, teachers. Resources therefore, should be concentrated on delivering integrated CEIAG within the school. This is not to suggest there is no role for career advisers, but rather the role may be best joined-up to provide CEIAG within curriculum delivery. This should also provide better support for parents/guardians to assist informed career decision-making.

Solution:
DE and DEL to embrace a new joined up CEIAG provision in post primary schools. This will require supporting policy, strategies and implementation plans with challenging outcome measures identified. CEIAG will be required to be embedded in the curriculum and delivered using a range of mediums and blended learning environments including on-line. Better use of the latest technologies in CEIAG will assist pupils to record and continually add to their learning and skills development and assist parents/guardians to get more involved in pupil's CEIAG journey.

4.2 Issue 2:
There is currently no specialised qualification in CE available in Northern Ireland. CE is primarily delivered by teachers who have not had the opportunity to qualify in this area, yet they are required to deliver CE at key decision making times in a pupil's life. Career advisers have access to a specialised Post Graduate Diploma/ MSc in Careers Guidance, however this specialises in CIAG. A qualification to delivery CEIAG is required.

Solution:
A postgraduate blended learning qualification in career education that all career teachers/career advisers delivering CEIAG must be working towards or acquired.

4.3 Issue 3:
The global landscape of CEIAG is fast paced, ever changing and open to economic influences, therefore the Continuous Professional Development (CPD) of teachers/ advisers is critical. Whilst the post graduate qualification suggested in 4.2 will go some way to solve immediate problems it is not fit for purpose for CPD once practitioners are qualified.

Solution:
CPD should be fit for purpose and relevant, therefore input from economists, government policy, parents/guardians, pupils/students, Further Education/Higher Education are all required. Secondment opportunities into industry and overseas exchange programmes will also inform CPD. CEIAG is an ever-evolving discipline and a radical shift is required to up skill and continually develop practitioners.

4.4 Issue 4:
Pupils, with the support of their parents/guardians, are required to take responsibility for their own career decisions. It is essential therefore, that all pupils, on leaving school, have a detailed Career/Employability Plan in place.

Solution A:
Provision of post primary CEIAG equipping pupils, parents/guardians with the necessary educational experience, skills development and information to make timely informed decisions embedded in a career plan of action to be carried into Higher Education/Further Education/Apprenticeship Training.

APPENDIX 2

CAREER DEVELOPMENT LEARNING FRAMEWORK WITHIN ULSTER

A Principles of Career Development Learning

Career development learning is concerned with how individuals take control of their careers and are enabled to identify, record, reflect upon and articulate the skills, knowledge, qualifications, experiences and attributes that will allow them to move into employment and manage their careers throughout their working life.

The theoretical framework within which this is set is derived from the DOTS model proposed by Law and Watts (1977). This states that four elements are fundamental to career development learning:

- **self awareness-**the ability to identify motivations, skills and personality traits that affect career decisions;
- **opportunity awareness-**the ability to research opportunities;
- **decision-making-**the ability to weigh up personal factors to produce a career plan;
- **transition learning-**the ability to understand how to find and secure opportunities.

These elements can be delivered flexibly to suit the needs of specific programmes or groups and located in the broader employability framework within Ulster. To address all aspects of the model programme content should include:

- activities that help students identify their priorities, constraints, values, skills and motivations;
- information on options including those related to the student's subject and the structure of the graduate labour market;
- awareness of the range of resources available to research opportunities;
- identification of subject specific and transferable skills and how these may be evidenced;
- understanding of strategies for making, reviewing, adapting and implementing career plans;
- knowledge of recruitment and selection methods used by graduate recruiters and of self-presentation.

In designing career development learning interventions Ulster adheres to the Career Education benchmark statement (HEA/AGCAS June 2006 - Appendix 2A). These outline the defining principles which characterise career interventions.

- Students should be able to determine their own definition of career success and be provided with opportunities to realise their plans.
- Through self knowledge students should be equipped to investigate and exploit a range of options and make soundly based career decisions.
- Programmes should promote equality of opportunity.
- There should be opportunities for students to receive individual careers advice and guidance.
- Career development learning should achieve academic rigour.
- It should be informed by accurate and up to date information
- To help students develop and progress their careers it should draw on a wide range of theoretical and academic perspectives.
- It should be co-ordinated and interrelated to other learning opportunities in the institution.

The minimum career development entitlement for undergraduate students is outlined in Appendix 2B.

B Delivery Strategies

Career development learning is a shared responsibility between Faculties and Employability and Marketing (E & M) and is articulated and managed via a Partnership Agreement (PA). The aim of the PA is ensure that the delivery of career development learning to students within a School is undertaken in an effective, efficient and co-ordinated way. The PA is also a vehicle for monitoring and reviewing the quality of the service being provided and a means through which communication and mutual awareness between a School and E & M can be strengthened and enhanced.

Career Development Consultants meet annually with Heads of School to discuss and agree partnership agreements which define E & M's input to programmes to support career development learning. This negotiated input by E & M is in addition to what already exists within a degree programme.

The following seven elements encapsulate E & M offering to Faculties:

1 Bespoke assessed modules (10 & 20 points) on Career Management Skills developed by E & M for particular schools or programmes;
2 Integrated Career Development Learning components into core modules within programmes;
3 Modules offered to schools or programmes within the Certificate of Personal & Professional Development (CPPD) framework (see note under C);
4 Programme specific non-assessed Career Management Skills Units delivered within the curriculum;
5 Programme specific non-assessed Career Management Skills Units delivered outside the curriculum;
6 Generic open careers workshops available to all students; and
7 Generic Skills Training Careers Programme for PhD students.

Accredited career management modules within the CPPD framework are supported through a BBLearn Module support area which provides additional resources and materials to support the delivery of CDL. Assessment and feedback of these modules can also be managed using BBLearn.

A set of high quality interactive online career development learning resources, 'Ulster GradNav' – http://gradnav.ulster.ac.uk , have been developed to support the career development learning framework.

C Certificate of Personal and Professional Development

The Certificate of Personal and Professional Development (CPPD) framework, which provides an award for 60 credit points accumulated at levels A/1, was validated in 2008. The award, in addition to attracting new students to enrol at Ulster, can be undertaken by existing students (undergraduate & postgraduate) in addition to their current programme of study. A wide range of modules are offered within the framework and these can be taken either in isolation or combined to achieve the certificate.

To enhance the employability of Ulster graduates and provide opportunities for current students to formally invest in their career development E & M offers the following 7 modules within the framework:

1 Building Your Skills (**PPD105-** 5 point module, aimed at year 1)
2 Developing Skills for Work (**PPD104 -** 5 point module, aimed at year 2)
3 Graduation What Next? (**PPD102 -** 5 point module, aimed at finalists)
4 Career Management Skills (**PPD103 -**10 point module, customised and appropriate to any year of study, including postgraduate)
5 Employability through Work Experience (**PPD100** -10 point module, accrediting part-time and vacation work.)
6 Reflect on Me (**PPD131** – 10 point module, delivered mainly online to support a range of personal development planning activities)
7 Skills Development Through Class Representation (**PPD119**)

E & M offers these modules **free** to Ulster students and FTE's are credited to the respective Faculties.

As part of the various employability modules students are encouraged to engage in Personal Development Planning processes such as; reflecting on their learning, identifying opportunities for continued personal development, and recording their own progress. Students are required to submit coursework for assessment using the PACE (Professional and Career Enhancement) System http://pace.ulster.ac.uk, the University's online system for supporting student and graduate employability. The benefits of using this system are that students are more aware of their employability skills and better able to present these when seeking work experience and employment opportunities.

APPENDIX 2A

CAREERS EDUCATION BENCHMARK STATEMENT 2006

		Learning Outcomes: Covered as part of the minimum entitlement offered to all students.	**Learning Outcomes: Covered as part of negotiated additional CDC delivery or as a core existing component of a degree programme.**
1.1	**Self-awareness**	• *Explain* the role of their degree in developing readily subject knowledge and abilities as well as transferable skills. • *Identify and assess* the skills they have developed through analysis of a range of different life scenarios (e.g. previous academic study, work experience, employment and social activities). • *Summarise* their key strengths, goals and motivations to create a rounded personal profile that is more than the sum of its parts.	• *Describe* their interest, values and personality in a vocational or life planning context and be able to evidence these with some relevant examples. • *Assess* their strengths and weaknesses and *identify* broad areas for personal growth and development • *Demonstrate* that they have developed a self-reflective stance to their academic and extra-curricular work and other activities.
1.2	**Opportunity Awareness**	• *Demonstrate* knowledge of the general trends in graduate employment and the typical opportunities (including postgraduate study and work experience) for graduates of their discipline. • *Demonstrate* an understanding of the general requirements of graduate recruiters (and post graduate providers) including SMEs and the value they place on work experience and other extracurricular activities.	• *Research and describe* typical degree related career options and the options they are interested in, using a range of information sources.
1.3	**Decision-Making**	• *Identify* the key elements of effective career decision making. • *Devise* an action plan for short to medium term career research/development informed by their self-awareness.	• *Relate* knowledge of their strengths and weaknesses, values, interests and personality to the requirements and features of different opportunities, and understand their significance in relation to career choice and life choices. • *Evaluate* how personal priorities may impact upon future career options and identify some appropriate career paths. • *Describe* benefits of developing attitudes and tactics that address the role of change within career development. • *Track and review* their changing plans and ideas.
1.4	**Transition Learning**	• *Demonstrate* an understanding of effective opportunity searching strategies • *Effectively present* themselves in interviews verbally and through appropriate body language.	• *Apply* understanding of recruitment and selection methods to applications. • *Use* key sources of relevant vacancy information and demonstrate awareness of actions required to access unadvertised vacancies. • *Identify* the specific challenges and obstacles to their success in obtaining suitable opportunities. • *Vary* to some extent the content of their initial written communication with the requirements of the opportunity. • *Identify* the specific challenges and obstacles to their success in securing and developing within an opportunity. • *Demonstrate* an appreciation of attitudes crucial to the achievement of their goals.

APPENDIX 2B

STUDENT ENTITLEMENT

A. Undergraduate Student Entitlement

Minimum Student Entitlement for School- Based Sessions
(These are derived from the Careers Education Benchmark Statement)

By the end of **year one**, students will:

- be introduced to the Employability and Marketing specifically with regard to course changing, work experience, skills development and Personal Development Planning
- be encouraged to recognise the possibilities for their future and know how to explore them.

By the end of **penultimate/pre placement year**, students will:

- be aware of the importance of work experience, the range of skills employers seek and the opportunities available and how to access them.
- know what career management skills are, and know how to develop and use them
  - self-awareness/reflection
  - opportunity awareness
  - decision making
  - self-presentation
  - opportunity awareness
  - networking
  - action planning
- be able to identify which skills make a graduate employable and know how to access opportunities to develop them
  - Self-reliance skills
  - General skills
  - People skills
  - Specialist skills
- have evidenced skills gained from their programme and understood how these skills are transferable.
- have developed their knowledge of the support offered by the Employability and Marketing.

By the end of **final year**, students will:

- be able to identify and research the range of career options available with their degree
- understand the importance of taking responsibility for individual action planning
- make informed career decisions and be fully aware of the support offered by the Employability and Marketing.
- apply understanding of recruitment and selection methods to applications
- independently identify, access and use resources which will assist with career planning and development
- market both their subject specific and broader employability skills successfully through making written applications and at interview
- develop an awareness of labour market information in informing career choice.

School Visits/Careers Events - Academic Year 2011/12
List of Careers Talks / Events within Northern Ireland Schools

APPENDIX 3

Date Start	Event Name	Event Type
06/09/11	Open Days Jordanstown Campus	On-campus Event
07/09/11	Access Information Evening - Jordanstown campus	On-campus Event
08/09/11	Methodist Options Careers Event	Single School Convention
12/09/11	Coleraine Open Day	On-campus Event
13/09/11	Magee Open Day	On-campus Event
20/09/11	Banbridge Academy Yr 14 Talk	School Presentation
21/09/11	St Dominics Yr 13 Talk	School Presentation
22/09/11	St Mary's Christian Brothers Parents Evening	Single School Convention
23/09/11	Banbridge Academy	School Presentation
27/09/11	Northern Regional College, Magherafelt Campus	FE College Presentation
28/09/11	Access Information Evening - Magee campus	On-campus Event
28/09/11	St Michael's Lurgan	School Presentation
29/09/11	St Aiden's, Cootehill	School Presentation
29/09/11	SERC Ards and Bangor talk	FE College Presentation
30/09/11	Banbridge Academy Yr 14 Talk	School Presentation
30/09/11	Dromore High School Yr 13 Talk	School Presentation
03/10/11	Northern Regional College Newtownabbey Campus Talk	FE College Presentation
03/10/11	St Joseph's Enniskillen	School Presentation
04/10/11	SERC Downpatrick	FE College Presentation
04/10/11	Northern Regional College Ballymena Campus	FE College Presentation
04/10/11	SERC Lisburn Campus	FE College Presentation
05/10/11	Northern Regional College Coleraine Campus	FE College Presentation
06/10/11	St Malachy's High School CE	Single School Convention
10/10/11	De La Salle College, Belfast Yr 14 TBC	School Presentation
11/10/11	Monaghan Collegiate	School Presentation
13/10/11	St Colm's Dunmurry	Single School Convention
13/10/11	St Columb's College, Derry CE	Single School Convention
18/10/11	Belfast Metropolitan College Careers Fair	Multi-school Convention (Host)
18/10/11	Lismore Comprehensive, Craigavon	School Presentation
20/10/11	Mount Lourdes Enniskillen	Single School Convention
21/10/11	Magherafelt High School	School Presentation
24/10/11	Drumglass High School	School Presentation
27/10/11	St Pat's Academy, Lisburn	School Presentation
09/11/11	Strangford College Yr 13 and 14 talks	School Presentation
09/11/11	Dominican College	School Presentation
09/11/11	Fivemiletown College General Talk	School Presentation
10/11/11	St Malachy's Yr 14 Mock Interview Programme	Note
11/11/11	St Joseph's College, Belfast	School Presentation
11/11/11	Largy College, Clones	School Presentation
14/11/11	Ballymena Academy Post A Level Pathways	Single School Convention
14/11/11	St Joseph's College, Belfast	School Presentation
15/11/11	Wellington College Parent Consultation Twilight	Single School Convention
18/11/11	Ashfield Girls Yr 14 Talk	School Presentation
23/11/11	St Mary's Magherafelt Interview Skills	Note
24/11/11	Our Lady & St Patricks (Knock))	Single School Convention
24/11/11	Lurgan College	School Presentation
24/11/11	Lagan College Year 10 Careers Event	Single School Convention
28/11/11	Bangor Academy	School Presentation
29/11/11	Larne High School Yr 13	School Presentation
01/12/11	St Mary's High School Yr 14 Talk	School Presentation
05/12/11	Strabane Grammar School	School Presentation

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APPENDIX 3

List of Careers Talks / Events within Northern Ireland Schools

05/12/11	Laurelhill School Belfast	School Presentation
06/12/11	Collegiate Grammar Prize Giving	Note
06/12/11	St Michael's Enniskillen Year 10 talk	School Presentation
07/12/11	St Patrick's College, Belfast Yr 13/14 Parents Event	Single School Convention
08/12/11	St Columbas Prize Giving	Note
08/12/11	St Colm's High School, Twinbrook Interview Skills	Note
08/12/11	Grosvenor Grammar School Careers Convention	Single School Convention
20/12/11	South West College	FE College Presentation
06/01/12	Wellington College Year 13 Presentation	School Presentation
06/01/12	Dalriada, Ballymoney Yr 10 Talk	School Presentation
09/01/12	SERC Event Bangor tbc	FE College Presentation
10/01/12	SERC Event Lisburn	FE College Presentation
10/01/12	SERC Event Downpatrick	FE College Presentation
18/01/12	St Cecilia's College Careers Event	School Presentation
23/01/12	Carrickfergus Grammar School	School Presentation
26/01/12	Sacred Heart Grammar School - Year 12 Parents	School Presentation
26/01/12	Ballyclare High Yr 12 Presentation	School Presentation
31/01/12	Victoria College	School Presentation
01/02/12	Lisburn BEP	Multi-school Convention (Host)
01/02/12	Grosvenor Grammar School, Year 13 Talk	School Presentation
01/02/12	St Mary's High School Year 14 talk	School Presentation
01/02/12	Sperrin Integrated College	School Presentation
02/02/12	Wellington College Year 10 Presentation	School Presentation
02/02/12	Down BEP	Multi-school Convention (Host)
06/02/12	St Colm's High School, Draperstown	School Presentation
06/02/12	St Pat's Armagh yr 10 and 12	School Presentation
07/02/12	St Michael's Enniskillen	School Presentation
07/02/12	Loreto College, Coleraine	School Presentation
07/02/12	Banbridge BEP	Multi-school Convention (Host)
07/02/12	West Belfast BEP	Multi-school Convention (Host)
07/02/12	St Pat's Armagh yr 10 and 12	School Presentation
08/02/12	St Ciaran's College, Yr 13 Talk	School Presentation
09/02/12	Mount Lourdes Enniskillen	School Presentation
09/02/12	Hunterhouse College	School Presentation
09/02/12	RBAI School Presentation	School Presentation
21/02/12	Newry High School Yr 12	School Presentation
21/02/12	St Louise's Comprehensive College School Talk	School Presentation
22/02/12	Glenlola Collegiate, Bangor Yr 13 Talk	School Presentation
23/02/12	Cambridge House Grammar School CE	School Presentation
23/02/12	Strathearn Grammar School	School Presentation
23/02/12	Girls Model School Presentation Yr 10	School Presentation
24/02/12	St Patrick's Keady Yr 13	School Presentation
28/02/12	St Louis Grammar School, Ballymena	School Presentation
28/02/12	Lurgan College	School Presentation
28/02/12	Ballyclare High Yr 12 Presentation	School Presentation
29/02/12	North Belfast BEP	Multi-school Convention (Host)
01/03/12	St Patrick's College Yr 10 Parents Seminar	School Presentation
01/03/12	Ballymena Academy	Single School Convention
01/03/12	Antrim Grammar	Single School Convention
01/03/12	RBAI	Single School Convention
01/03/12	Belfast Model School for Girls Yr 10	School Presentation
01/03/12	Loreto Grammar School Yr 13	School Presentation
02/03/12	Priory School, Holywood	School Presentation
05/03/12	St Patrick's College, Maghera	Regional Convention
05/03/12	Shimna Integrated College	School Presentation

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APPENDIX 3

List of Careers Talks / Events within Northern Ireland Schools

06/03/12	Lismore Comprehensive, Craigavon Yr 13	School Presentation
07/03/12	St Patrick's Grammar, Downpatrick	Single School Convention
07/03/12	Hunterhouse College Belfast	Single School Convention
07/03/12	Causeway BEP Area Careers Convention	Multi-school Convention (Host)
07/03/12	UCAS Lancashire	Regional Convention
08/03/12	St Joseph's, Donaghmore Yr 13	School Presentation
09/03/12	Omagh Academy	School Presentation
09/03/12	Royal School, Armagh, Yr 13	School Presentation
12/03/12	Shimna Integrated College	School Presentation
12/03/12	Newry High School Yr 12	School Presentation
12/03/12	Omagh Academy	School Presentation
13/03/12	Newry High School Yr 12	Single School Convention
13/03/12	St Michael's Enniskillen	School Presentation
13/03/12	Bangor Grammar	School Presentation
14/03/12	Our Lady and St Patrick's College Knock	School Presentation
14/03/12	Hunterhouse College, Belfast	Single School Convention
16/03/12	Regent House Grammar School, Newtownards -	School Presentation
16/03/12	St Mary's High School, Limavady	Single School Convention
20/03/12	Our Lady's Grammar, Newry	School Presentation
20/03/12	St Cecilia's, Derry	School Presentation
21/03/12	St Pius X yr 13 Presentation	School Presentation
21/03/12	Christian Brothers' Grammar, Omagh Yr 12	School Presentation
21/03/12	Christian Brothers' Grammar, Omagh Yr 13	School Presentation
21/03/12	Christian Brothers' Grammar, Omagh Yr 14	School Presentation
22/03/12	Larne Grammar	School Presentation
26/03/12	Royal School Dungannon	School Presentation
27/03/12	North Coast Integrated College, Coleraine	School Presentation
27/03/12	Lisnagarvey High School	School Presentation
29/03/12	Methodist College Year 13 Presentation	School Presentation
02/04/12	St Mary's Christian Brother's Grammar	School Presentation
03/04/12	Lismore Comprehensive	School Presentation
16/04/12	Newry High	School Presentation
16/04/12	Malone College	School Presentation
18/04/12	Ballyclare Secondary	School Presentation
18/04/12	St Mary's High School, Limavady	School Presentation
19/04/12	Laurelhill Community College	School Presentation
19/04/12	St Mary's College, Derry	School Presentation
20/04/12	Ballymena Academy	School Presentation
20/04/12	Assumption Grammar, Ballynahinch	School Presentation
25/04/12	Coleraine High School	School Presentation
26/04/12	St Joseph's Donaghmore	School Presentation
27/04/12	Strangford College, Carrowdore	School Presentation
02/05/12	Monkstown Community School	On-campus Event
03/05/12	Cross and Passion	School Presentation
03/05/12	Bloomfield Collegiate	School Presentation
08/05/12	Fivemiletown College	School Presentation
30/08/12	Ballyclare High School UCAS Workshop	Single School Convention
30/08/12	Belfast Model School for Girls Yr 14	School Presentation
31/08/12	Foyle College	School Presentation

3

Schools & Colleges Engagement Strategy

VISION: *Engaging Through Partnership*

1. *To promote Ulster's profile in line with corporate*

2. *To raise aspirations towards participation in higher education by under-represented groups and those from diverse backgrounds*

3. *To develop and promote a customised schools and colleges liaison programme for staff and students*

4. *To promote specific progression routes for students on collaborative programmes*

KEY STRATEGIC AIM

To coordinate, develop and enhance strategic educational partnerships with schools and colleges in Northern Ireland, the Republic of Ireland and Great Britain.

OVERARCHING SUPPORTING OBJECTIVES

CROSS-CUTTING SUPPORTING OBJECTIVE

Supporting Objective 1 - TO PROMOTE ULSTER'S PROFILE IN LINE WITH CORPORATE GOALS AND OBJECTIVES

1.1	Articulate and disseminate Ulster's vision of leading in the provision of *Professional Education for Professional Life*
1.2	Embed key corporate messages in marketing and outreach initiatives involving schools and colleges
1.3	Showcase and promote a range of engagement opportunities for schools and colleges with Ulster
1.4	Work collaboratively with key influencers, including careers teachers, principals, Area Learning Communities, DEL, parents and other community-based agencies and educational organisations

Supporting Objective 2 - TO RAISE ASPIRATIONS TOWARDS PARTICIPATION IN HIGHER EDUCATION BY UNDER-REPRESENTED GROUPS AND THOSE FROM DIVERSE BACKGROUNDS

2.1	Further develop and enhance a range of engagement, outreach and interventionist activities with pupils in primary and post primary schools with the specific aim of raising aspirations and educational attainment for those groups currently under-represented at Ulster
2.2	Promote and expand initiatives that provide increased opportunities for Ulster students to act as role models and ambassadors in schools, working with the wider community e.g. Tutoring in Schools, Science Shop

5. To develop effective and efficient communication and information systems for engaging schools and colleges

Supporting Objective 3 - TO DEVELOP AND PROMOTE A CUSTOMISED SCHOOLS AND COLLEGES LIAISON PROGRAMME FOR STAFF AND STUDENTS

3.1	Provide information, advice and guidance to support prospective students and their advisers, make informed decisions about their choice of courses at Ulster
3.2	Support careers teachers, careers co-ordinators and course directors to provide information and advice on Ulster's course provision
3.3	Segment and prioritise schools and colleges in order to achieve effective and efficient engagement in line with University priorities and strategic plans
3.4	Ensure a coordinated and strategic approach to central and faculty marketing and recruitment efforts
3.5	Develop and enhance a suite of engagement events aimed at Ulster's main target audiences
3.6	Working with the Collaborative Partnership Forum to participate in the design and delivery of staff development events
3.7	Work collaboratively to support on-going professional development with the wider schools and colleges sector

Supporting Objective 4 - TO PROMOTE SPECIFIC PROGRESSION ROUTES FOR STUDENTS ON COLLABORATIVE PROGRAMMES

4.1	Maximise flexible and blended provision to aid transition to Ulster
4.2	Working with faculties and the Collaborative Partnership Forum, develop appropriate communication processes, marketing materials and events to promote specific progression routes for students on collaborative programmes

Cross-Cutting Objective 5 - TO DEVELOP EFFECTIVE AND EFFICIENT COMMUNICATION SYSTEMS FOR ENGAGING SCHOOLS AND COLLEGES

5.1	Develop a comprehensive management information system of all school and college engagements with Ulster to facilitate the development, monitoring and evaluation of these partnerships both by central departments and faculties
5.2	Use a wide range of communication channels, including social media, to market Ulster and its course provision.
5.3	Develop high quality market intelligence appropriate to schools and college engagement
5.4	Expand and enhance the provision of high quality information to support the Schools and Colleges Engagement Strategy

Written Submissions

Schools Involved in Step-Up and other Widening Participation Activities 2011/12

APPENDIX 5

	Widening Access by introducing Programming in Schools	Widening Access by Delivering Short Java Courses in Schools	wiCADET (Apps Development)	iMap - Introducing GIS into Schools	Using Bursaries to Establish and Facilitate Engagement	Look At Those People Over There	Educating the Spectrum	Ulster Sports Outreach Team Building	Ulster Sports Outreach Health is my Wealth	Ulster Sports Outreach Olympic Values	Ulster Sports Outreach School Sports Legacy Programme Athletics	Ulster Sports Outreach School Sports Legacy Programme Skills for Sport	Ulster Sports Outreach School Sports Legacy Programme Tri-Golf	Ulster Sports Outreach School Sports Legacy Programme Volleyball	Ulster Sports Outreach School Sports Legacy Programme Badminton	Ulster Sports Outreach School Sports Legacy Programme Basketball	Maths Week Ireland	NSEW	Secondary Engagement	Fire Safety/ Materials	Student for a Day	Construction & Bridge Building	Step-Up Belfast	Belfast Step-Up Summer School	Derry Step-Up Year 1 Summer School	Derry Step-Up Year 2	Total
Ashfield Boys' High School							2												188				27	15			232
Ashfield Girls' High School																	30		60				27	14			131
Ballycastle High School			8				1															25					34
Ballymoney High School			8		2						96						50										156
Belfast Boys' Model School					4										40	54	60		145				17	15			335
Belfast Model School For Girls																			121				17	14			152
Christian Brothers School																			28				23	11			62
Colaiste Feirste																	30										30
Coleraine College				21													52										73
Corpus Christi College																	58	38	120				23	11			250
Cross and Passion College			8		3					42	97				107	55				24		24					360
Cullybackey High School																	66										66
De La Salle College																			48								48
Garvagh High School																				17		16					33
Hazelwood College					3												50					50					103
Immaculate Conception College																			19								19
Knockbreda High School																		41	50								91
Lagan College																	30	30									60
Limavady High School			8														52										60
Lisneal College	5				2												28		253						16	5	309
Little Flower Girls' School																	50		16								66
Monkstown Community School					4												50										54
Newtownabbey Community High School																				50							50
North Coast Integrated College			8		3												52			80	30	20					193
Oakgrove Integrated College	12		8		3														4								27
Orangefield High School																		38	183				24	11			256
Our Lady of Lourdes High School					2												38										40
Our Lady of Mercy Girls' School																				50							50
St Brigid's College																	20		52						12	15	99
St Cecilia's College	16		8		4												50		203						6	9	296
St Colm's High School							1										50	50									101
St Gemma's High School																		25									25
St Genevieve's High School												49							48								97
St Joseph's Boys' School					3												50		132						17	6	208
St Joseph's College	22																		137				28	15			202
St Louise's Comprehensive College																	50	80									130
St Mary's College	15				3					231					133	272	136		233						29	29	1081
St Mary's Limavady			8		2												52				51	49					162
St Patricks & St Brigids High School					3						198			123			50										374
St Patrick's College																		100	111			20	23	12			266
St Paul's College																					70						70
St Peter's High School																	50										50
St Rose's High School																	50		142				9	0			201
Omagh High School		33																									33
Victoria College		17					1																				18
Methodist College		20																									20
Aquinas Diocesan Grammar School		19																									19
Dunluce High School			8																								8
Cookstown High School			8																								8
St Joseph's College				27																							27
Edmund Rice College					5																						5
Glengormley High School					1																						1
St Patrick's College					5																						5
Ulidia Integrated College					4		1																				5
Ballyclare High School							1																				1

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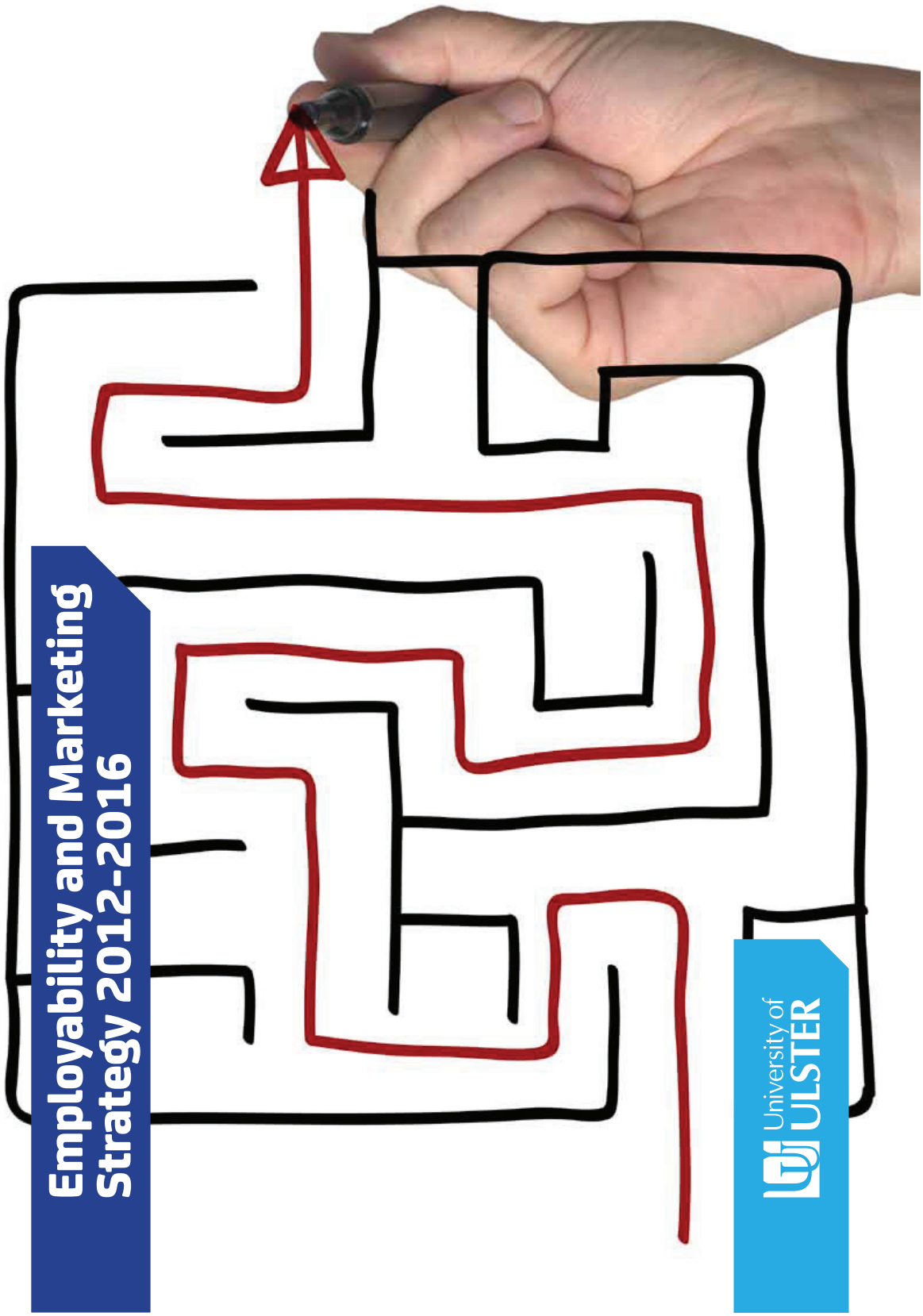
Employability and Marketing
Strategy 2012-2016
University of
ULSTER

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Employability and Marketing Organisational Structure

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Goals and Aims

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Employability and Marketing Annual Plan 2012/13

Executive Summary

The Employability and Marketing strategy (2012-2016) sets the agenda for embedding employability into the Ulster student experience and provides a framework for the University's domestic recruitment marketing. A wide range of internal and external stakeholders have been consulted in the development of this document, which gives focus to the work of Employability and Marketing for the next four years (see Appendix 1: Organisational Chart). The success of the strategy will be achieved through its collective ownership and commitment to working in partnership with Faculties and other central departments.

The Strategy has been developed in an environment experiencing on-going and far reaching turbulence and change. These include, inter alia, the graduate employment market, differential tuition fees and funding regimes, the requirement for more information to be made available for applicants via the Key Information Set/Wider Information Set, greater encouragement for private HE providers, on-going review of UCAS admission process and removal of GB students from the Maximum Student Number (MaSN).

The Strategy is informed by, and complements, other related University strategies, viz. the Corporate Plan (2011/12 to 2015/16), the Teaching & Learning Strategy (2008/9-2012/13), the Internationalisation Strategy (2011/12-2015/16), the School and College Engagement Strategy (2011/12-2015/16), the Research and Innovation Strategy (2009-2015), the Widening Participation Strategy (2009/10-2011/12) and the Collaborative Strategy.

Goals:

- To be a sector leader in the provision and support for student and graduate employability.
- To strategically market Ulster's course portfolio to make Ulster the 'University of Choice'.

Aims:

1. To co-ordinate, develop and enhance strategic educational partnerships with schools and colleges in Northern Ireland, the Republic of Ireland and Great Britain.

2. To develop, lead and co-ordinate the marketing of the portfolio of courses at Ulster to achieve the Academic Plan for the Domestic Market.

3. To strategically support and enhance student and graduate employability delivered through the curriculum, co-curricular and extra-curricular activities.

4. To co-ordinate the development and enhancement of work-related and work-based learning opportunities for students and graduates.

5. To collaborate and work in partnership with faculties and departments to widen and strengthen engagement with industry and business locally, nationally and internationally to enhance student and graduate employability and promote Ulster's portfolio of programmes.

6. To develop effective and efficient information resources and systems to support the activities of Employability and Marketing.

7. To invest in our 'people capital' by recruiting, supporting and developing staff to deliver a sector leading professional service.

(See Appendix 2: Goals and Aims)

The Employability and Marketing strategy (2012-2016) is intended to be dynamic in nature and evolve over time, thereby enabling Ulster to be responsive to an increasingly challenging operating environment.

The vehicle for reporting the implementation of the Employability and Marketing strategy is via both the Teaching and Learning Committee and the Academic Development and Enhancement Committee. As both of these committees report directly to Senate, this adds value to the process and provides a mechanism for assuring accountability. This reporting procedure is underpinned by a detailed performance/implementation plan with associated measures and corresponding risk register.

Indicative performance measures for the Strategy:

- Increased visibility of employability as a core strategic objective of the University.
- Meeting or exceeding the HESA benchmark for graduate employability.
- Engagement of 50% of UG leavers with the Ulster EDGE Award.
- Achievement of recruitment targets within the Academic Plan.
- Enhanced engagement with and support for Schools & Colleges.
- Enhanced communication and partnership working between faculties and Employability and Marketing to achieve a co-ordinated and integrated recruitment and marketing service.
- By 2016 all undergraduate students will have the opportunity to undertake some form of work-based/work-related learning during their time at Ulster.
- Increased employer engagement to support student and graduate employability.
- Production of high quality hardcopy/ online publications and services to support both marketing and employability activity.
- External recognition as a provider of leading edge services.

Section 1: Employability

1.1 Context

In a relatively short period of time significant changes have occurred within both the graduate employment market and the higher education sector. In particular, the UK Government's Higher Education White Paper 'Students at the Heart of the System' (June 2011), the Wilson Review 'Business University Collaboration' (February 2012) and DEL's Higher Education Strategy for Northern Ireland 'Graduating to Success' (April 2012) will have a significant impact on the work of the Employability and Marketing department.

Employability is a key concern for stakeholders. Surveys of employers have continually identified that graduates' employability skills are as equally important to their organisation as the specific occupational, technical or academic knowledge/skills associated with the graduate's degree. The Higher Education Strategy for Northern Ireland 'Graduating to Success' highlights the need for institutions to *'provide graduates with opportunities to develop a portfolio of skills, attributes and experiences that will set them apart in the world of employment'*. It further suggests that the portfolio of skills should include *'personal development, creative thinking allied to enterprise and innovation, international mobility opportunities and embedding employability within the curriculum'*

When graduates enter the labour market, businesses expect them to have the employability skills they require. CBI & UUK (April 2009) recommend that developing employability skills should be a core part of a student's university experience. A key aspect of the Employability and Marketing strategy (2012-2016) will be to increase the visibility of employability as a core strategic objective of the University.

1.2 Our Understanding of Employability

The University, in the development and delivery of its portfolio of programmes, has always sought to provide graduates with the knowledge, skills and confidence to take on challenging graduate-level jobs and/or further study, and then to contribute to the further development of their chosen profession. A key objective of the Corporate Plan (2011/12 - 2015/16) is 'to develop within all our programmes employability, including preparation for self-employment, and personal development opportunities to promote the attributes and qualities of the Ulster graduate'

The definition of employability, developed by HEFCE's Enhancing Student Employability Co-ordination Team (ESECT), has been adopted by the University, viz *'a set of achievements - skills, understandings and personal attributes that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy'*. This definition places employability at the heart of curriculum design and development.

Employability is therefore not simply about getting a job but embraces the following four areas:

- the development of employability skills and attributes;
- the development of career planning and management skills;
- the development of a capacity of deep learning, reflection and action planning; and
- the development of a positive attitude towards and engagement with lifelong learning.

Employability is about how individuals engage with opportunities, reflect and articulate their skills and experiences and apply their personal and academic learning in work situations. It is important to remember that the University cannot make someone employable; only an individual can do that for himself or herself. The Employability and Marketing strategy (2012-2016) aims to support Ulster's students and graduates by offering a range of employability development opportunities, both within and outside the formal curriculum.

1.3 Work Experience

At Ulster, the importance of providing opportunities for students to undertake work-based and work-related learning either as an integral part of their programme of study, as a coterminous award or as short-term placements, has long been recognised.

Research undertaken by the University, and nationally, has found that completing a placement year, on average, improves the final degree classification achieved by students. Graduates with placement experience are also more likely to be employed six months after graduating and in a graduate level job than their counterparts who have not undertaken placement.

High Fliers research (January 2011), on graduate employment, shows that applicants who completed work experience with their employer fill a third of graduate vacancies. Significantly, the overwhelming majority of employers surveyed indicated that it was unlikely that students with no work experience would get a job offer from their organisations' graduate programmes.

A key recommendation in the Higher Education Strategy for Northern Ireland is to ensure that all learners, undertaking a higher education course, are provided with the opportunity to avail of a work-related placement whilst completing their studies. The report recommends that this should be in place by 2020.

In addition, the Strategy also recognises the importance of international experience in helping graduates broaden their horizons and enhance future employment. As a consequence, a further recommendation is for students to have '*the opportunity to undertake an international mobility programme, whether through government-funded programmes or opportunities provided by individual institutions*'.

The challenge for the University is to develop a wider range of placement models that are economically sustainable and have an international dimension. A key aim of the Employability and Marketing strategy (2012-2016) is to provide, by 2016, all undergraduates with the opportunity to undertake some form of work-based/ work-related learning during their time at Ulster.

1.4 Engagement with Employers

The vision for the University of Ulster, as articulated in the Corporate Plan, is to be a *'leading provider of professional education for professional life'*. In working towards this vision the University places a high value on partnerships and links with business, industry, and the public and not-for-profit sectors. All programmes have a strong vocational element and the majority offer a period of industrial or professional placement, preparing students for their working life.

Recognised locally and nationally as a provider of high quality professional education, the University of Ulster is fully engaged in responding to the knowledge and skills requirements of local employers through the development of 'industry-ready' graduates and potential employees. Employability & Marketing aims to be the principal point of contact for employers in the recruitment of students and graduates.

The University's links with industry, commerce and the professions are varied and include University-level activities such as Knowledge Transfer Partnerships, the work of the Office of Innovation and Employability and Marketing. Links are also pursued at Faculty, School/Subject and Programme level. Liaison is achieved by the following methods:

- involvement of employers in programme planning and revalidation
- reference to and input from the Sector Skills Councils (SSCs)
- seeking employer views on new programme proposals through survey activity
- discussions with employers during placement visits
- use of Advisory Boards/Industrial Liaison Panels
- use of guest lecturers from industry, commerce and professional bodies; specialist input at programme level
- programme (re)accreditation by professional bodies
- Industry professionals from a wide range of disciplines visit the University to deliver master classes and workshops for students and staff

The recently published Wilson Review (February 2012) identified a wide range of recommendations to further develop and enhance collaboration between business and universities. An integral part of the Employability and Marketing strategy (2012-16), in collaboration with faculties and other central departments, will be investigating ways to showcase current good practice and enhance closer links with business and industry.

Section 2: Marketing

2.1 Marketing in Higher Education – A Changing Landscape

Unprecedented change in the sector has seen a corresponding growth in the influence of university marketing departments. Marketing now plays a more strategic role than ever in the management of universities; informing business decision-making processes, pricing, delivery methods and new course development.

Marketing is not the role of a single department. At Ulster it is structured at several levels and is supported by a number of functions. High-level corporate marketing maintains awareness of the institution and ensures brand messages are communicated to a wide range of stakeholder groups. Media/Public relations support this messaging through positive media coverage and through limiting negative publicity. Corporate communications and media/public relations form the foundation for targeted student marketing aimed at raising awareness, and encouraging applications, across both domestic and international markets. Faculties augment this student marketing with subject-specific messaging and knowledge. As a university, a wide range of messages is sent across many channels to a diverse range of audiences. Coordination of marketing across these functions is required to ensure the presentation of a coherent brand to the market.

2.2 Competition

a. A competitive Northern Ireland Market Place

Ulster competes in a local, national and international higher education marketplace. Locally the main direct competitor competitors are QUB and the Open University with indirect competition from a number of Further Education colleges and institutions in the Republic of Ireland. GB institutions are also a major draw for local students, some determined to leave NI and others reluctant but who cannot find a place locally. Around a third of Northern Ireland students study at Ulster, a third at QUB and the remainder in GB.

Comparatively low fees, for local students remaining in the region to study, may result in sustained demand. However, this demand may be offset by a demographic decline of the target 18-20 year old target market. By 2020 it is expected that there will be 18% fewer of this age group in Northern Ireland, effectively reducing the available pool from which to recruit.

Competition for Non-MaSN students has grown as economic pressures reduce student demand. Traditional providers, private companies, FE and distance learning providers are all competing for a smaller local market.

Ulster and QUB face increased competition from mainland European universities that are now aggressively targeting Northern Ireland schools and can offer tuition fees as low as c. €1700 per annum, a lower cost of living than the UK and the excitement of a new cultural experience.

b. A crowded GB market place

In late 2011 local government made the decision that GB students would not count towards MaSN. Ulster is now competing in a crowded GB marketplace primarily on price (Ulster's fees are 1/3 less than the GB average). Significant effort is required to raise Ulster's profile in what is essentially a new market. Ulster will not compete on price alone but will build on its reputation and brand in order to increase recruitment from this target market. Partnership working with QA Business School will be a vital component of delivering a successful GB marketing strategy.

2.2 Branding – Developing a Student Marketing Brand

Brand is commonly perceived as the visual representation of an organization –the logo, corporate identity or advertising. It is more than that; it is confidence, passion, belonging, action, security and a unique set of values. It is everything that we show, do and say that impacts on what people think and feel about Ulster. To build on our corporate brand we need to articulate a complementary student marketing brand with core messages, styling and imagery.

A key objective of the Employability and Marketing strategy (2012-2016) is to build a strong student marketing brand in Northern Ireland, ROI and GB for all courses (undergraduate, postgraduate, e-learning and short-courses). Ulster's student marketing brand will take cognisance of and build on the corporate brand and be developed in partnership with faculties over a 12-18 month period. Ensuring consistency in the marketing approach will help to raise the profile of Ulster's portfolio of programmes. A new 'look and feel' will be adopted for a period of 3-5 years to ensure that it has time to be embedded both internally and externally.

2.3 Customer Relationship Management – Putting the 'Customer' at the Centre

Developing a better understanding of our potential 'customer' and building relationships with them is essential if they are to select Ulster as their *university of choice*.

Employability and Marketing, in collaboration with Educational Partnerships and International Affairs, has developed a new Schools and Colleges Engagement strategy. The aim of the Strategy is *'to coordinate, develop and enhance strategic educational partnerships with schools and colleges in Northern Ireland, the Republic of Ireland and Great Britain'*. This aim has been integrated into the Employability and Marketing strategy (2012-2016).

The development of a university-wide Customer Relationship Management (CRM) will be a key outcome of the School and College Engagement strategy and will improve the management, monitoring, reporting, tracking and co-ordination of all school and college engagement activities. E-marketing will also be delivered via the School and College Engagement System.

The Strategy also aims to ensure that prospective students in Northern Ireland have suitable information, advice and guidance to make informed choices about their future when researching and choosing their higher education options. The Higher Education Strategy for Northern Ireland notes *'for all prospective learners the selection of institution and specific course is critical. It can affect career choices and potential employability'*.

Whilst DEL's Career Service has statutory responsibility for this function, the University, led by Employability and Marketing, now has the pivotal role of providing this service to pre-entry students and their teachers and parents on behalf of the University.

2.4 Digital Marketing – Delivering Customer Engagement

With the growth of web-based technologies, Ulster must begin to more effectively engage with its customers online. The Study at Ulster pages have been developed (www.ulster.ac.uk/study) and a full digital marketing plan is a key component of the Employability and Marketing strategy (2012-2016).

Digital marketing activities will include email marketing, search engine optimisation, directories and listings, social media marketing, online advertising, apps/games, online PR. Research and strong branding will underpin digital marketing. Content for digital media will be rich and engaging for our potential customers.

2.5 Working in Partnership – Integrated Marketing with Faculties

Employability and Marketing will provide faculties with a centralised marketing service as well as bespoke marketing support. This tailored approach will be formally recognised in an annual partnership agreement with each faculty.

Partnership working is essential in order to achieve an integrated and consistent approach to marketing. Employability and Marketing will develop university marketing campaigns and work with faculties to ensure that these are implemented effectively.

2.6 Delivering Results – Ensuring Marketing Works

It is essential that Employability and Marketing deliver results and a return on investment. Budgets are increasingly pressed and we must ensure that money is invested wisely to deliver a return. Evaluation of marketing activity will be carried out at every stage through rigorous performance management. A suite of innovative marketing activities is detailed within the Employability and Marketing strategy (2012-2016) that aim to raise the profile of studying at Ulster.

Section 3 Our Aims

3.1 Our Aim:

To co-ordinate, develop and enhance strategic educational partnerships with schools and colleges in Northern Ireland, the Republic of Ireland and Great Britain.

What We Will Achieve:

- The Academic Plan for MaSN and GB recruitment.
- Enhanced engagement with and support for Schools & Colleges.
- Improved online interactive resources to support prospective students in making informed course choices.

Key Supporting Objectives:

- To work collaboratively with key influencers, including; careers teachers, principals, Area Learning Communities, parents, local government and community-based agencies and educational organisations to facilitate student recruitment and relationship development.
- To provide information, advice and guidance to support prospective students in making informed decisions about their choice of higher education course and to encourage them to make Ulster their "institution of first choice"
- To develop and implement an engagement plan for the GB market.
- To work with faculties and the Collaborative Partnership Forum to develop and implement an engagement plan for the FE sector, including the promotion of specific progression routes for students on collaborative programmes.
- To develop a Customer Relationship Management system for all school and college engagements to facilitate the, monitoring, evaluation and development of these partnerships both by central departments and faculties.

Key Risks:

- Changes to the fees regime and higher education policy contexts.
- Demographic downturn in Northern Ireland.
- Failure to centrally co-ordinate engagement with School and Colleges resulting in resources not being used effectively.
- Increased competition.

3.2 Our Aim:

To develop, lead and co-ordinate the marketing of the portfolio of courses at Ulster to achieve the Academic Plan for the Domestic Market.

What We Will Achieve:

- Recruitment targets within the Academic Plan.
- The development and roll out of a student marketing 'brand'.
- Increased awareness in target markets of Ulster's portfolio of programmes.
- Enhance communication and partnership working between faculties and Employability and Marketing to achieve a co-ordinated and integrated recruitment and marketing service.

Key Supporting Objectives:

- To create, manage and deliver targeted domestic recruitment campaigns in support of the University's strategic priorities.
- To provide faculties with high quality consulting and support in marketing their portfolios of programmes to the domestic market.
- To develop and deliver segmented recruitment marketing plans for the Non- MaSN & MaSN markets.
- To develop and manage a specific North West plan, in conjunction with faculties, for the marketing and recruitment of prioritised (STEM) and economically relevant courses at the Magee campus.
- To support faculties in identifying course recruitment issues and developing and implementing pro-active marketing plans/solutions.
- To develop and manage a course advertising service for faculties.
- To undertake research into and implement innovative marketing practices and initiatives.

Key Risks:

- Impact of changes in the HE funding model.
- Failure to adapt, exploit and optimise on a diverse range of market opportunities responsive to student and employer demand.
- Failure to anticipate future growth (and decline) sectors and match University course provision to these.
- Inflexible, inappropriate and unattractive programme provision.

3.3 Our Aim:

To strategically support and enhance student and graduate employability delivered through the curriculum, co-curricular and extra-curricular activities.

What We Will Achieve:

- Increased visibility of employability as a core strategic objective of the University.
- Meeting or exceeding the HESA benchmark for graduate employability.
- Increased percentage of students gaining graduate level jobs.
- Engagement of 50% of undergraduate leavers with the Ulster EDGE Award.

Key Supporting Objectives:

- To support faculties in developing student/graduate employability.
- To develop, deliver and strategically manage co-curricular and extra –curricular employability programmes and initiatives.
- To develop, deliver and strategically manage assessed employability programmes and initiatives.
- To provide impartial information, advice and guidance to Ulster students and graduates.
- To support PDP and its link to employability.
- To provide bespoke employability resources and support for international students.
- To provide bespoke employability resources and support for graduates for up to 3 years post-graduation.
- To provide bespoke employability resources and support for PhD students.
- To work in partnership with Staff Development to deliver professional career enhancement sessions to contract research staff.
- To review the effective use of technology to support the delivery of employability initiatives.
- To undertake research and share innovative employability practices and initiatives.

Key Risks:

- Continued depressed graduate employment market.
- Poor KIS information relating to graduate employment outcomes.
- Adverse impact of graduates having limited information for inclusion in 6.1 of their HEAR.
- Poor engagement by Students' Union.

3.4 Our Aim:

To co-ordinate the development and enhancement of work-related and work-based learning opportunities for students and graduates.

What We Will Achieve:

- By 2016 all undergraduate students will have the opportunity to undertake some form of work-based/ work-related learning during their time at Ulster.
- Increased awareness of the value of work experience among the student body.
- Enhanced level of engagement with placement partners.

Key Supporting Objectives:

- To keep under review and make recommendations to the University, on developments in work-based and placement learning.
- To provide support and consultancy to faculties for work-based and placement learning.
- To collaborate with faculties and departments to monitor and promote a range of options for work-based and placement learning.
- To contribute to raising the profile of international experience and cultural exchange among Ulster students.
- To develop and implement models that enable student engagement with a range of work experience options.
- To showcase and highlight engagement with placement partners.
- To support and enhance graduate employability by developing and supporting graduate internships schemes.

Key Risks:

- Reduced opportunities for work-based and work-related learning, resulting in a negative impact on academic performance and increased difficulty in graduates securing graduate level employment six months after leaving.
- Reputational damage with placement partners.
- Insular student perspectives and aspirations.

3.5 Our Aim:

To collaborate with faculties and departments to widen and strengthen engagement with industry and business locally, nationally and internationally to enhance student and graduate employability and promote Ulster's portfolio of programmes.

What We Will Achieve:

- Increased employer engagement to support student and graduate employability.
- Enhanced awareness among employers of Ulster's portfolio of programmes.
- Graduate recruiters attending campus events and providing employment opportunities for Ulster students and graduates.

Key Supporting Objectives:

- To build strategic contacts with new and existing placement and graduate recruiters through active engagement with individual employers, professional associations, employer bodies and government agencies.
- To develop and implement a co-ordinated engagement plan for employers attendance at key events.
- To promote Ulster as a source of high quality placement student and graduate employees.
- To promote and market Ulster's portfolio of programmes to employers.
- To evaluate and expand sources of income and support from businesses and industry to enhance the activities of Employability & Marketing.

Key Risks:

- Downturn in the economy.
- Failure to research and match University course provision to employer and regional skills shortages and needs.

3.6 Our Aim:

To develop effective and efficient information resources and systems to support the activities of Employability and Marketing.

What We Will Achieve:

- Production of high quality publications to support both marketing and employability activity.
- Enhanced online systems to support student/ graduate employability and student marketing.
- Effective analysis and reporting of market intelligence data to inform student recruitment.
- Greater use of DLHE statistics to inform faculty employability action plans.

Key Supporting Objectives:

- To plan, develop and produce employability and recruitment publications for Ulster's target markets.
- To develop online and multi-media resources for marketing and employability purposes.
- To develop and maintain a range of technically mediated services to support the activities of Employability and Marketing including KIS and HEAR.
- To develop and enhance a comprehensive web presence segmented by audience.
- To provide market intelligence to assist with the profiling and targeting of Ulster's markets.
- To manage the completion and dissemination of the annual Destination of Leavers from Higher Education (DLHE) survey.
- To promote the activities of Employability and Marketing to internal and external audiences.
- To manage the quality assurance of the work of Employability and Marketing.

Key Risks:

- Failure to provide accurate, reliable, relevant and accessible information to meet the needs of stakeholders.
- Inadequate/ineffective provision of standard information (KIS/WIS).
- Poor articulation and presentation of the Ulster brand to our target audiences.
- Insufficient resources being directed to online system, particularly the web, resulting in reduced demand for Ulster programmes.

3.7 Our Aim:

To invest in our 'people capital' by recruiting, supporting and developing staff to deliver a sector leading professional service.

What We Will Achieve:

- The national Matrix standard.
- Strategically aligned capability development plans at departmental and personal/individual level.
- External recognition, with at least two awards, as a provider of leading edge services.

Key Supporting Objectives:

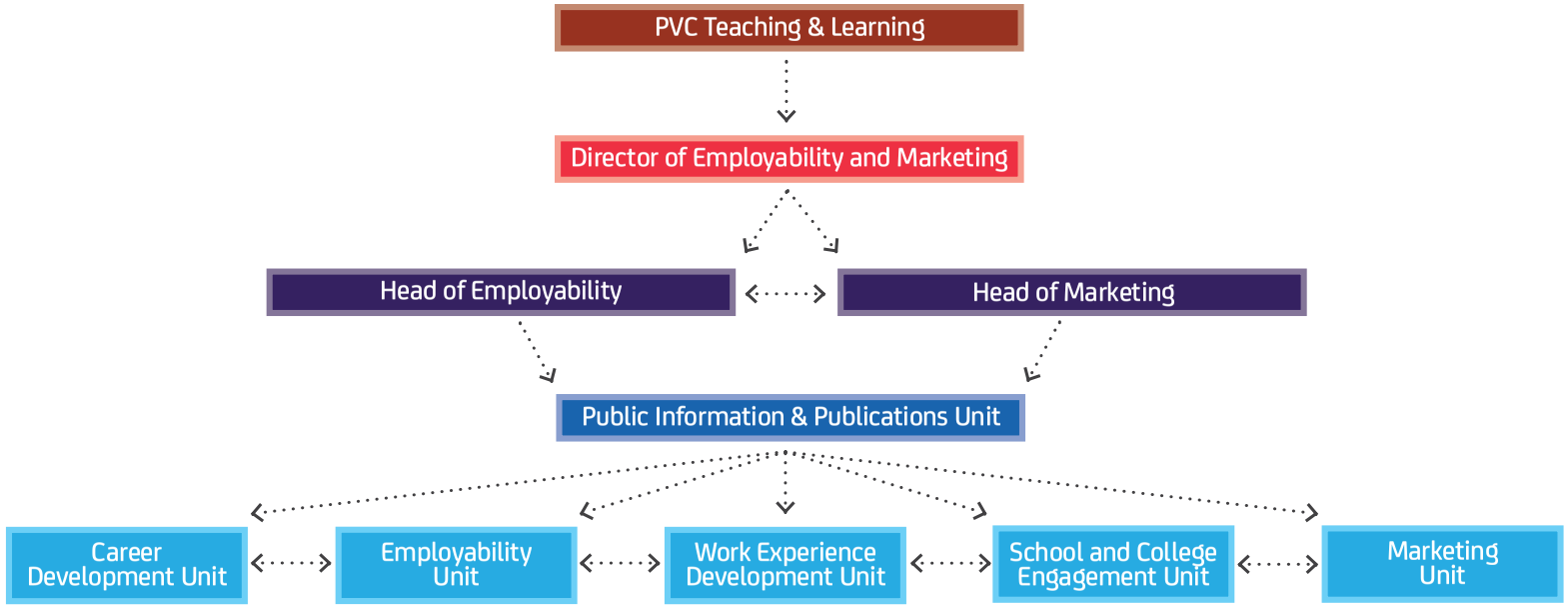
- To enable and support staff to invest and participate in their own Continuous Professional Development, CPD.
- To provide opportunities to undertake research, deliver papers at various conferences/events to highlight and share best practice.

Key Risks:

- Failure to secure the necessary quality and level of staff resource to successfully implement Employability and Marketing strategy and associated strategies.
- Inadequate staff development and CPD. Not achieving the national Matrix standard.
- Achievement of the national Matrix standard.
- Failure to strategically aligned capability development plans at departmental and personal/ individual

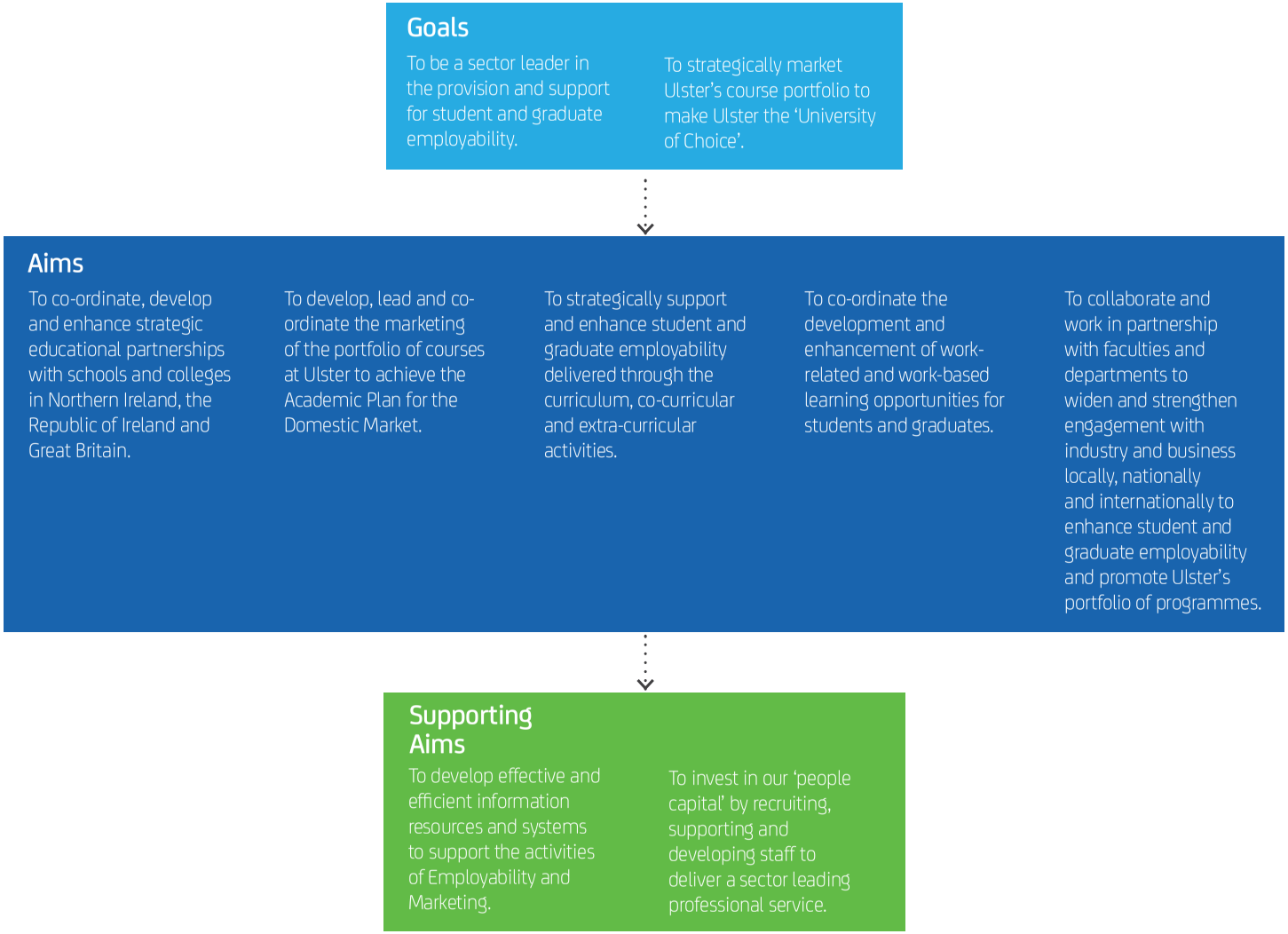
Appendix 1

Employability & Marketing Organisational Chart



Appendix 2

Employability and Marketing Goals and Aims



Appendix 3

Strategic Objective 1:
To co-ordinate, develop and enhance strategic educational partnerships with schools andcolleges in Northern Ireland, the Republic of Ireland and Great Britain.

Key Supporting Objective	Key Departmental Actions	Lead Agent	Performance Measures
a) To work collaboratively with key influencers, including; careers teachers, principals, Area Learning Communities, parents, local government and community-based agencies and educational organisations to facilitate student recruitment and relationship development.	i. To develop and deliver a series of engagement events for and with key stakeholders.	Head of Marketing	• Principal/Schools Careers Advisers Conference Spring 2013. • Establishment of a careers teachers' forum. • Delivery of schools road show via Area Learning Partnerships and Business Education Partnerships. • Contribute to the S&CE Strategy Objectives 1 & 3
	ii.To develop a university wide online schools/colleges engagement newsletter.	Head of Marketing	• Newsletter produced and circulated to schools/colleges on a regular basis. • Contribute to the S&CE Strategy
b) To provide information, advice and guidance to support prospective students in making informed decisions about their choice of higher education course and to encourage them to make Ulster their "institution of first choice" i. To review the Schools/College engagement strategy in light of Danske Bank Sponsorship.	i. To review the Schools/College engagement strategy in light of Danske Bank Sponsorship.	Head of Marketing	• Meeting the requirements of sponsorship contract. • Development of partnership with Danske Bank.
	ii.To develop and implement schools roadshow events to engage with Year 13 students in Northern Ireland.	Head of Marketing	• Number of events. • Number of schools engaged. • Customer satisfaction. • Contribute to the S&CE Strategy Objective 3
	iii.To develop a suite of online interactive teaching materials, presentations and resources to support teachers and help prospective students select Ulster as their university of choice.	Head of Marketing	Enhanced outreach with schools/colleges • Suite of materials developed. • Successful uptake/usage of materials including careers lesson plans. • Positive customer feedback. • Contribute to the S&CE Strategy Objective 3
	iv.To develop a suite of online interactive support material for parents on the Study at Ulster pages.	Head of Marketing	• Suite of interactive materials/presentations developed. • Successful uptake/usage of materials. • Positive User Feedback. • Contribute to the S&CE Strategy Objective 1

c) To develop and implement an engagement plan for the GB market.	i.To develop a marketing and communications plan for GB Market to achieve non-MaSN target.	Head of Marketing	• Development, implementation and evaluation of GB marketing plan. • Support given to faculties to achieve Academic Plan for GB recruitment. • Attendance at GB Fairs. • Cultivation event for GB students as part of Open Days.
	ii. To work in collaboration with QABS to develop, implement and review a joint marketing strategy for GB Market.	Director of Employability & Marketing	• Increased recruitment of students from GB market.
d) To work with faculties and the Collaborative Partnership Forum to develop and implement an engagement plan for the FE sector, including the promotion of specific progression routes for students on collaborative programmes.	i.To develop and implement an engagement plan for the FE Sector to increase recruitment.	Head of Marketing	• Development, implementation and evaluation of plan. • Increase in recruitment from FE Sector. • Contribute to the S&CE Strategy Objective 4
	ii.To develop the Study at Ulster website for prospective students and lecturers from FE Colleges.	Head of Marketing	• Progression routes listed. • Case studies developed. • Contribute to the S&CE Strategy Objectives 3 & 4
e) To develop a Customer Relationship Management system, in collaboration with Educational Partnerships and International Affairs, for all school and college engagements to facilitate the, monitoring, evaluation and development of these partnerships both by central departments and faculties.	i. To develop an on-line University-wide, comprehensive School / College Engagement System.	Director of Employability & Marketing/EPIA	Contribute to the S&CE Strategy Objective 5. The School & College Engagement System will have the following deliverables: • Show school/departments engagement activity across all faculties and departments in the University. • Profile engagement with individual schools, by type, location etc. • Deliver targeted messages and reports.
	ii.To develop and strategically manage all MASN and non-MASN enquiry information	Head of Marketing	• Develop a mechanism to capture all MASN and non-MASN enquirers. • Develop and deliver a communications plans for prospective students. • Number of enquirers details on the system. • Number of communications sent. • Evaluation of communications.

Strategic Objective 2:
To develop, lead and co-ordinate the marketing of the portfolio of courses at Ulster to achieve the Academic Plan for the Domestic Market.

Key Supporting Objective	Key Departmental Actions	Lead Agent	Performance Measures
a) To create, manage and deliver targeted domestic recruitment campaigns in support of the University's strategic priorities.	i. To develop and implement an overall marketing and communications plan to achieve the academic plan for UG and PG study for the domestic market.	Head of Marketing	• Development, implementation and evaluation of plan. • Communications plan for MaSN. • Communications plan for non-MaSN.
	ii. To develop and implement a 'brand' look and feel for student domestic marketing.	Head of Marketing	• Development and implementation of brand look and feel • Consistency of Student Marketing Publications • Feedback on marketing activity • Increased profile and awareness of student marketing
	iii. To develop and implement a campaign specifically for PG growth.	Head of Marketing	• Campaign implemented, measured and evaluated. • Increase in applications for PG study.
b) To provide faculties with high quality consulting and support in marketing their portfolios of programmes to the domestic market.	i. To develop a partnership agreements with all faculties to assist recruitment from the domestic market.	Head of Marketing	• Development of a template partnership agreement. • Meetings held with all faculties to: Develop an engagement plan. Carry out a needs analysis. Develop a bespoke plan/activities tailored to the needs of a faculty.
	ii. To develop and provide marketing training for faculty marketing co-ordinators.	Head of Marketing/Staff Development.	• Number of sessions delivered. • Enhanced marketing knowledge across Ulster.
c) To develop and deliver segmented recruitment marketing plans for the Non-MaSN & MaSN markets.	i. To support faculties with their marketing requirements.	Head of Marketing	• Attendance at and input to faculty marketing sub-committees. • Strategic support provided to faculties (via partnership agreements) to develop and implement faculty marketing plans • Provide faculties with relevant marketing intelligence reports on recruitment trends. • Development of bespoke market intelligence reports for faculties (as required).

	ii. To raise awareness of and encourage applications for PG course amongst UG students at Ulster.	Head of Marketing	• Increase percentage of Ulster's UG students currently undertaking further study from the current level of 5% - DLHE 2010/11. (UK national average 14%). • A series of marketing events, aimed at final year students, organised to increase profile of PG Study.
	iii. To raise awareness of PG PT Courses across Northern Ireland.	Head of Marketing	• Increase profile of PG PT Study at Ulster across NI. • Targeted marketing in specific geographic areas to increase uptake of PG PT study.
	iv. To develop online interactive materials to raise awareness and increase applications to UG PT & PG study.	Head of Marketing	• Develop various video case studies of PT learners with emphasis on non-traditional learner. • Enhancement to the Study at Ulster website.
d) To develop and manage a specific North West plan, in conjunction with faculties, for the marketing and recruitment of prioritised courses at the Magee campus.	i. To develop and implement a plan for NW to cover all MaSN and Non-MaSN Activity.	Head of Marketing	• Plan produced and implemented. • Delivery of bespoke activities to suit the needs of NW. • Increase in recruitment to MASN and non-MASN courses in the NW.
e) To support faculties in identifying course recruitment issues and developing and implementing pro-active marketing plans/solutions.	i.To work with faculties (via partnership agreements) to identify priority MaSN (UG FT) courses and increase percentage CF/CI within UCAS.	Head of Marketing	• Identification of courses. • Action plans developed and implemented. • Increase in applications to underperforming courses.
	ii. To work with faculties to identify priority non-MASN (PG PT/FT) course and develop action plan/s to increase enquiries and applications to these courses.	Head of Marketing	• Identification of courses. • Action plans developed and implemented. • Increase in applications to underperforming courses.

f) To develop and manage a course advertising service for faculties.	i. To provide advice and guidance to faculties on best use of their marketing spend to advertise MASN and non-MASN courses both online and offline.	Head of Marketing	• Faculties advised on planning course marketing spend. • Development of guidance notes and procedures to support faculties to effectively advertise online.
g) To undertake research into and implement innovative marketing practices and initiatives.	ii. To develop and implement a digital marketing plan to assist MaSN and non-MaSN recruitment.	Head of Marketing	• Development and implementation of digital marketing plan. • Engagement with prospective UG and PG students.

Strategic Aim 3:
To strategically support and enhance student and graduate employability delivered through the curriculum, co-curricular and extra-curricular activities.

Key Supporting Objective	Key Departmental Actions	Lead Agent	Performance Measures
a) To support faculties in developing student/graduate employability.	i.To develop and offer briefings to academic staff on embedding employability into the curriculum.	Head of Employability	• Number of training seminars offered / carried out. • Positive feedback from staff.
	ii.To agree and successfully implement an annual Employability Partnership Agreement with Schools/Departments across the University.	Head of Employability	• Partnership agreed and implemented with all Schools/Departments. • Positive feedback from Schools/Departments
	iii.To develop and roll out a new second year Graduate Employability Skills module as part of a Business Studies programme at the Jordanstown ,London & Birmingham campuses.	Head of Employability/ UBS	• Module successfully delivered to over 300 second year students. • Positive feedback from students and staff.
	iv.To develop and offer training to academic in the use of EDORT as a tool for (re) validation.	Head of Employability	• Scheduled training for staff using EDORT. • Positive feedback from Faculty. Programmes.
	v.To produce and publish a quarterly online Employability newsletter for University staff.	Head of Employability	• Publication of quarterly newsletter. • Positive feedback from staff.

b) To develop, deliver and strategically manage co-curricular and extra –curricular employability programmes and initiatives.	i.To develop and deliver an 'Employability Skills' activity for inclusion in the Ulster EDGE award.	Head of Employability	• Development and delivery of 'Employability Skills' activity.
	ii.To work collaboratively with academic staff to encourage student engagement in the Ulster EDGE Award and to support the development and validation of new EDGE activities for Schools / Faculties.	Head of Employability	• Number of activities developed with academics. • Number of students registered on Edge Award.
	iii.To manage the awarding of the EDGE Award to a pilot cohort of students in July 2013.	Head of Employability	• Awards ceremony for EDGE Award July 2013 • Associated PR coverage.
c) To develop, deliver and strategically manage assessed employability programmes and initiatives.	i.To continue to expand the number of students registered on employability modules within the CPPD framework.	Head of Employability	• Over 2000 students successfully completing employability modules.
	ii.To build on the research carried out on evaluation methodology for CDL and pilot new evaluation techniques within the CDL framework.	Head of Employability	• Development and implementation of at least two new evaluation techniques for Career development Learning.
	iiiTo review and enhance the quality assurance process for accredited CPPD modules.	Head of Employability	• Adhere to the University assessment practices and meeting standard of external examiner.

d) To provide impartial information, advice and guidance to Ulster students and graduates.	i.To centralise all guidance requests and appointments using Careers Connect system and develop guidelines for the Information team.	Head of Employability	• Enhanced online system to support staff and student support
	ii. To develop an interactive online development area for guidance case-studies / discussions relating to best practice.	Head of Employability	• Online area developed and actively used by CDCs.
	iii. To review, develop and publish CDC publications in an online virtual library and make available on the CDC website.	Head of Employability	• Display of high quality materials to support students.
	iv.To undertake a detailed review of all online and hardcopy information room resources and make recommendations.	Head of Employability	• Enhanced information resources with budget efficiencies gained.
	v.To produce and publish a quarterly online CDC newsletter for students.	Head of Employability	• Increased awareness by students of the services on offer.
e) To support PDP and its link to employability.	i.To review PDP policy in the light of new initiatives, KIS, HEAR, Employability etc.	Director of Employability & Marketing/PDP Working Group	• Establishment of PDP Working Group reporting to Employability Sub-committee. • Review of University and Faculty policies on PDP.
	ii.To develop the 'My Development' tab of the PACE system	Director of Employability & Marketing/PDP Working Group	• Additional resources added to the 'My Development' section of PACE • Enhancements to the Studies Advice functionality.
	iii.To support the work of placement via the PDP	Director of Employability & Marketing/PDP Working Group	• Guidelines on how to use PACE for placement purposes. • Additional resources developed and added to the "My Placement 'tab.

f) To provide bespoke employability resources and support for international students.	i.To undertake research into the career management needs of international students.	Head of Employability	• Better understanding of career management needs of international students. • Recommendation for enhanced engagement.
	ii.To revise and update online and paper based materials for International Students.	Head of Employability	• Enhanced support to international students.
	iii.To produce promotional video clips highlighting employability of international students.	Head of Employability	• Enhanced strand of the CDC website.
g) To provide bespoke employability resources and support for graduates for up to 3 years post-graduation.	i.To review usage of, and update materials on the Careers 4 Graduates website.	Head of Employability	• Increased numbers of Ulster graduates using the website.
	ii.To pilot a winter 'boot camp' for 2012 unemployed graduates.	Head of Employability	• Increased numbers of graduates successfully securing employment.
h) To provide bespoke employability resources and support for PhD students.	iTo review the provision and update materials, both hardcopy and online, to support PhD students' career development.	Head of Employability	• Evaluation report on provision and materials updated to support PhD students.
i) To work in partnership with Staff Development to deliver professional career enhancement sessions to contract research staff.	i.To undertake a survey with contract research staff to identify career management support areas.	Head of Employability	• Enhanced communication and partnership working between CRS and E&M to achieve a co-ordinated service.

j) To review the effective use of technology to support the delivery of employability initiatives.	i.To explore BBLearn as a means of assessment and feedback for Career Development Learning activities.	Head of Employability	• Greater use of BBLearn to support teaching and assessment.
	ii. To review engagement of 'PACE' with staff and students in relation to delivery of CDL programmes.	Head of Employability	• Greater use of PACE to support teaching and assessment.
	iii.To increase engagement with and use of 'Careers Connect' by employers.	Head of Employability	• Greater number of vacancies (graduate & work experience) promoted through 'Careers Connect' and increased student registration.
k) To undertake research and share innovative employability practices and initiatives.	i.To host an employability best practice event.	Head of Employability	• Production of a high quality event to support employability activity dissemination.
	ii.To produce a set of Career Development Learning Case-Studies.	Head of Employability	• Production of high quality CDL Case-Studies to enhance engagement with academic staff.
	iii.To carry out a CHEP project into the development of Learner Engagement Cards for the Assessment and Feedback of Graduate Attributes.	Head of Employability	• Development of Learner Engagement Cards to support assessment and feedback of graduate attributes.

Strategic Aim 4:
To co-ordinate the development and enhancement of work-related and work-based learning opportunities for students and graduates.

Key Supporting Objective	Key Departmental Actions	Lead Agent	Performance Measures
a) To keep under review and make recommendations to the University, on developments in work-based and placement learning.	i.To develop and disseminate guidelines for an assessment schema for placement and a guide of good practice.	Director of Employability & Marketing / Employability Sub-Committee	• Presentation of generic placement learning outcomes and update to University Assessment Handbook.
b) To provide support and consultancy to faculties for work-based and placement learning.	i. To deliver a series of training/ information events for University placement staff.	Director of Employability & Marketing	• Numbers of staff attending. • Positive feedback from placement staff.
c) To collaborate with faculties and departments to monitor and promote a range of options for work-based and placement learning.	i. To co-ordinate delivery of a successful Work Experience Week 2013.	Director of Employability & Marketing	• Feedback and record of attendance at campus presentations / workshops.
	ii. To produce a programme of open workshops to promote work experience/placement for students on all campuses.	Director of Employability & Marketing	• Feedback and record of attendance at campus presentations / workshops.
d) To contribute to raising the profile of international experience and cultural exchange among Ulster students.	i. To enhance the presence of international opportunity on CDC Web.	Director of Employability & Marketing	• Showcased international experience of Ulster students.
	ii. To expand collaboration with external partners offering international experience.	Director of Employability & Marketing	• Feedback reports on targeted visit and/or engagement with 3 new providers.
	iii. To organise and co-ordinate the Study USA (SUSA) Programme.	Director of Employability & Marketing	• Numbers of Ulster students taking part.•Positive stakeholder feedback

e) To develop and implement models that enable student engagement with a range of work experience options.	i. To establish an online Work and Learn iLINK to support on campus recruitment of students.	Director of Employability & Marketing	• Hardcopy and online promotional materials. • Documented number of registered students / advertised vacancies.
	ii. To further develop the Work and Learn iLink system to support off-campus part-time and short-term vacancy management.	Director of Employability & Marketing	• Report with recommendations presented in May 2013 to Employability Sub Committee.
	iii. To increase enrolments on the CPPD 'Employability through Work Experience' module.	Director of Employability & Marketing	• A target of 250 students successfully completing the module.
	iv. To develop and pilot, with 2nd year students, a 10 point CPPD module for self-employed placement.	Director of Employability & Marketing/ Employability Sub Committee	• CPPD Module, with associated online BBLearn materials and workshops developed. • Twenty students successfully complete the module.
f) To showcase and highlight engagement with placement partners.	i. To review the format and categories for the University Placement Employer of the Year Awards and to organise an event in 2013.	Director of Employability & Marketing / Employability Sub-Committee	• Organisation of a successful Placement Employer of the Year Awards event.
	ii. To submit articles for publication in both internal and external publications/professional journals	Director of Employability & Marketing	• Evidence of articles written and published.
g) To support and enhance graduate employability by developing and supporting graduate internships schemes.	i. To provide management and administrative support for Ulster's graduate internship programme – PEP	Director of Employability & Marketing/ADL	• Record of 35 successful internships leading to graduate level employment.
	ii. To organise and manage nine internships as part of Santander's 'Intern Programme'.	Director of Employability & Marketing	• Successful engagement with local business to offer internships. • Nine Ulster students successfully complete an internship.

Strategic Aim 5:
To collaborate and work in partnership with faculties and departments to widen and strengthen engagement with industry and business locally, nationally and internationally to enhance student and graduate employability and promote Ulster's portfolio of programmes.

Key Supporting Objective	Key Departmental Actions	Lead Agent	Performance Measures
a) To build strategic contacts with new and existing placement and graduate recruiters through active engagement with individual employers, professional associations, employer bodies and government agencies.	i. To undertake a review of N. Ireland industry and make recommendations for engagement.	Head of Employability	• Report on N. Ireland Industry. • Number of new engagements with industry.
	ii. To organise structured engagements with employers and make recommendations for future activity	Head of Employability	• Organising employer forums in Belfast and North West. • Conducting focus groups • On site visits to employers • Report on recommendations for future development
	iii.To showcase and enhance University Business Collaboration	Director of Employability & Marketing/Head of Marketing, Entrepreneurship & Strategy	• University Working Group established. • Wilson recommendations reviewed. • Showcase event organised for semester 2. • Recommendation for future development.
b) To develop and implement a co-ordinated engagement plan for employers attendance at key events.	i. To undertake a pilot with SMEs on supporting the recruitment of graduates, make recommendations and publicise with Small Business Federation.	Head of Employability	• Increased numbers of SMEs utilising the services of E&M.
	ii. To host a series of bespoke and generic employer events on all campuses and use social networking tools for promotion to students.	Head of Employability	• Increase numbers of employers attending campus events for the promotion of placement and graduate positions.• Increase number and range of students attending events.
	iii. To design and create an online registration process for employer attendance at events.	Head of Employability	• Development of on-line registration process.

c) To promote Ulster as a source of high quality placement student and graduate employees.	i. To produce marketing materials to raise awareness amongst employers of what the University has to offer.	Head of Employability	• Enhanced communication and partnership working between employers and Employability & Marketing to achieve recruitment and training needs.
	ii. To undertake and record a series of local, national, and international employer engagements.	Head of Employability	• Record of employer engagements with outcomes. • Employability Partnership Agreement.
d) To promote and market Ulster's portfolio of programmes to employers.	i. To enhance the employer strand of the CDC website to promote CPD opportunities at Ulster.	Head of Marketing	• Enhancement of CDC website. • Increased awareness of and interest in programmes offered at Ulster.
	ii. To attend key employer networking events to promote study opportunities at Ulster.	Head of Marketing	• Attendance at networking / professional body events. • Raise level of awareness of Ulster's portfolio of programmes.
e) To evaluate and expand sources of income and support from businesses and industry to enhance the activities of Employability & Marketing.	v. To produce a sponsorship guide for employers / industry to promote 'added value' promotional opportunities.	Head of Employability	• Production of Sponsorship Guide. • Identification of new sources of income generation. • Income generated from sponsorship.
	vi. To work collaboratively and increase the contribution of employers / industry in Employability modules and workshop delivery.	Head of Employability	• Level of employer involvement with the delivery of employability modules and workshop sessions.

Strategic Aim 6:
To develop effective and efficient information resources and systems to support the activities of Employability and Marketing.

Key Supporting Objective	Key Departmental Actions	Lead Agent	Performance Measures
a) To plan, develop and produce employability and recruitment publications for Ulster's target markets.	i. To review all E&M publications in light of Study at Ulster and Careers at Ulster web pages and make recommendations for future publications.	Head of Marketing	• Review completed and recommendation implemented to publications plan. • New suite of publications produced. • Redevelopment of UG and PG Prospectuses. • Drive more traffic to online prospectus.
	ii. To develop key student recruitment and employability messages for E&M Publications.	Head of Marketing	• Key messages developed and integrated into marketing publications.
b) To develop online and multi-media resources for marketing and employability purposes.	i. To develop and market a virtual university tour on the Study at Ulster site.	Head of Marketing	• Virtual tour developed and integrated into website. • Successful marketing of virtual tour. • Positive customer feedback.
	ii. To develop and market video testimonials on Study at Ulster Site.	Head of Marketing	• Video testimonials developed and integrated into website and relevant presentations. • Successful marketing of video testimonials. • Positive customer feedback.
	iii. To develop and market games/ app which help to assist prospective students select Ulster as their university of choice	Head of Marketing	• Development of games/app. • Successful marketing of games/app. • Customer feedback.

c) To develop and maintain a range of technically mediated services to support the activities of Employability and Marketing including KIS and HEAR.	i. To enhance the Ulster Work & Learn iLink' system, to allow it to be rolled out to external employers.	Director of Employability & Marketing	The revised 'Work & Learn iLink' will provide the following deliverables, for both work-experience development staff and external employers: • Bespoke reporting. • Web feeds of vacancies which can be consumed by external systems. • Handling the recruitment process.
	ii. To develop a new Employability and Marketing staff intranet which will support the activities of the new department.	Director of Employability & Marketing	The new intranet will provide web applications for: • A multimedia database of marketing information. • Cross-campus video communication. • Employer contact management. • Web content management of news and events.
	iii. To develop the functionality of OPUS to provide a University-wide work experience/placement management system.	Director of Employability & Marketing	• A cross-faculty placement management user group to steer the project. • Enhance system developed and deployed June 2013.
	iv. To enhance the presentation and development on the PACE system.	Director of Employability & Marketing	• A revised work-flow and templates for CV development. • Enhanced e-portfolios • Integration of Finalist vacancies • Enhanced meeting record to support Studies Advice.
	v. To develop an online web site and web applications to promote the services offered by Employability and Marketing to University staff.	Director of Employability & Marketing	• A new staff-oriented Employability and Marketing web site. • E&M contact information. • Single sign-on to on-line E&M applications for University staff.
	vi. To pilot the use of an online package, "My Success Student Journey", as part a "Graduate Employability Skills" module.	Head of Employability/ UBS Staff	• Pilot the online resource with over 300 students • Feedback from Students & Staff. • Recommendations for future use.

d) To develop and enhance a comprehensive web presence segmented by audience.	i. To develop and monitor web content for Study at Ulster pages.	Head of Marketing	• Web pages kept up to date • Monitor of web stats via Google analytics.
	ii. To develop a web presence for the Career Development Centre at Ulster in line with Study at Ulster website.	Director of Employability & Marketing	• Development of CDC at Ulster site. • Monitor of web statistics.
e) To provide market intelligence to assist with the profiling and targeting of Ulster's markets.	i. To undertake market research/ intelligence assist with non-MaSN recruitment.	Head of Marketing	• GIS and Mosaic profiling carried out to inform centralised marketing plans. • Dissemination of market research to faculties to assist with development of faculty marketing plans. • Relevant reports produced and findings/recommendations integrated into annual marketing plans.
	ii. To provide an annual review of UCAS stats to inform marketing plan.	Head of Marketing	• Annual stats produced. • Report with recommendations informing annual marketing plan.
f) To manage the completion and dissemination of the annual Destination of Leavers from Higher Education (DLHE) survey.	i. To manage the completion and dissemination of the DLHE Survey.	Director of Employability & Marketing	• Completion of the Survey. • Analysis of results. • Dissemination to internal and external key stakeholders including for publications as part of KIS.
g) To promote the activities of Employability and Marketing to internal and external audiences.	i. To produce E&M Annual Report.	Director of Employability & Marketing	• Production and dissemination of annual report. • Internal and external feedback on the report.
	ii. To develop a database of copy and photographs which can be used for marketing publications.	Director of Employability and Marketing	• Bank of copy created, maintained and updated as required.
	iii. To develop and deliver an integrated marketing plan for Employability Services.	Head of Marketing	• Delivery and evaluation of integrated marketing plan.

h) To manage the quality assurance of the work of Employability and Marketing.	i. To apply for reaccreditation of the Matrix standard in November 2012.	Director of Employability & Marketing	• Achievement of the Matrix standard.
	ii. To develop a project management system for all publication projects	Head of Marketing	• Implementation of system. • All E&M staff adhering to publication system for production of publications. • Production of publications in line with overall Marketing Strategy with a consistent look and feel.

Strategic Aim 7:
To invest in our 'people capital' by recruiting, supporting and developing staff to deliver a professional service

Key Supporting Objective	Key Departmental Actions	Lead Agent	Performance Measures
a) To enable and support staff to invest and participate in their own Continuous Professional Development, CPD.	i.To review, as part of the annual DAR process, opportunities for staff to engage in development related to their role.	Head of Employability/ Head of Marketing	• Attendance at conferences/events. • Staff training, both internal and external. • Formal awarding courses completed.
b) To provide opportunities to undertake research, deliver papers at various conferences/ events to highlight and share best practice.	i. To participate at professional conferences and events	Head of Employability/ Head of Marketing	• Participation at both local and national conferences.
	ii. To undertake research in relation to both marketing and employability matters.	Head of Employability/ Head of Marketing	• Papers written for both internal and external publications.

W5

August 2012

W5 welcomes the opportunity to contribute towards the inquiry into Careers Education, Information, Advice and Guidance in Northern Ireland. This response has been compiled based on W5's role as the Science and Discovery Centre for Northern Ireland and as the Regional Contract Holder for STEMNET in Northern Ireland.

In summation, our response would be as follows:

- The cause of variation of career advice service from school to school is largely dependent on individual teachers and we suggest more teacher training is needed in this area.
- Limitations in knowledge of career opportunities, exposure to business and financial resources limits the CEIAG provision
- Because of the range of providers, and no joined up approach, leads to confusion and disengagement with teachers.
- We suggest ongoing monitoring and evaluation of the CEIAG provision with service users.

The Context for W5 and STEMNET:

Given the global market challenges facing the Northern Ireland economy and in particular its science and technology based industries, the place of STEM (Science, Technology,

Engineering & Mathematics) and CEIAG within the education system are set to become increasingly important in the years ahead. This, however, sits against a backdrop of reducing pupil numbers choosing STEM subjects, issues around teacher supply and knowledge and a need to better develop the links between schools, further education and industry.

The latest research from the CBI[1] indicates 42% of firms seeking to recruit employees with STEM skills currently have difficulty recruiting staff, with many employers believing the government needs to help tackle future skills shortages by promoting maths and science more effectively in schools.

Whilst many businesses have stepped up their commitment to local schools and FE colleges, more than 60% of those surveyed would be willing to do more. The STEM Ambassadors Programme is a good example of how many STEM businesses are engaging with local schools, helping to support CEIAG.

The STEMNET STEM Ambassadors Programme (NI)

W5 was awarded the government's STEM Ambassadors Programme contract for Northern Ireland in July 2011. We manage a database of over 900 professionals with STEM skills who have volunteered to promote STEM in local schools and to highlight the huge range of STEM careers available here in Northern Ireland, helping to support the CEIAG provision within schools.

W5 is working to link STEM ambassadors with schools so they can act as role models to help inspire and engage young people about the value of STEM in their daily lives, career

paths, excellent job prospects and high earning potential. W5 works with employers to help them get to know and engage with schools in their local community as part of their community and education outreach activities.

Our role is to ensure local Post Primary schools are aware of this FREE resource and can access STEM Ambassadors in their area, and to facilitate requests from Primary Schools

1 Learning to Grow – Education & Skills Survey 2012 (CBI)

as and when required. STEM Ambassadors come from a wide range of backgrounds and disciplines; academia, industry and business, but all share a passion for STEM. This is an invaluable programme for local teachers, helping to deliver the STEM curriculum and promote STEM careers in fresh and innovative ways, enhancing and supporting CEIAG in Northern Ireland.

Response to Terms of Reference:

Taking into account the Terms of Reference, primarily to 'identify any inconsistencies in the delivery of CEIAG', our main responses would be as follows:

- As the STEMNET Contract Holder for Northern Ireland, we have been meeting with Senior Teachers at each post primary school across Northern Ireland to assess their existing STEM CEIAG provision, and STEM Enrichment and Engagement activities. This follows on from the CEIAG audits which were conducted within schools by the STEM Career Field officers when they were in post within the Education and Library Boards.
- The STEM Ambassadors programme aims to help support schools in the delivery of their CEIAG strategy, providing role models and careers information from business and industry.
- We have found significant variation in CEIAG provision within schools, which is not dependent on whether they are Grammar / Secondary or Urban / Rural, but rather is dependent on individual teachers within the school. This also reflects on the training and opportunities made available for teachers to engage with and understand the economic context that their pupils will be working in once they enter the world of work; the opportunities that are available and as a result the qualifications and skills which are required.
- There are a range of hurdles which are encountered which can limit the CEIAG provision which include:
    - Limited Labour Market Statistics
    - Limited knowledge / awareness of career opportunities within Northern Ireland and the qualifications / routes to employment
    - Lack of or limited access to exposure to business/ industry
    - Limited financial resources to support STEM CEIAG engagement activities.
- There are a range of providers within the market place in Northern Ireland who link with and support the CEIAG provision within schools, FE and HE. However there is no joined up approach to ensure that economic aims and objectives, and indeed those of young people are being met.
- This can lead to duplication of effort within some areas and a lack of provision in others.
- It can also lead to confusion and disengagement of teachers as there are too many initiatives and too many programmes that they are supposed to get involved with that it becomes a problem rather than a solution.
- This issue has been repeatedly highlighted in strategy documents and consultation processes. A joined up, focused approach involving employers, schools, sector skills councils, training providers, educational establishments etc. is needed to assess the existing provision and to identify a clear strategy going forward that reflects all parties engagement with CEIAG.
- Further consolidating resources, such as through the Careers Service website, including case studies and making these available in a user friendly format, linked to the curriculum, linked to careers advice and linked to labour market statistics to give accurate, up to date and relevant information is key.
- We would also recommend ongoing monitoring and evaluation of the current CEIAG provision in schools, colleges etc. for example through an anonymous survey of service

users. This would enable schools and colleges to identify potential issues or gaps in provision and, as a result, enable them to introduce remedial action. Should any further information or clarification be required regarding this response, please contact:

Judith Harvey, Head of Learning and Development at W5 at judithharvey@w5online.co.uk or telephone 028 90467700.

Young Enterprise Northern Ireland

Response by Young Enterprise Northern Ireland

1 Introduction: Young Enterprise involvement in Careers education

1.1 Young Enterprise NI (YENI) is Northern Ireland's foremost business and enterprise education charity, helping young people find and develop their entrepreneurial spirit, and build their employability skills. Young Enterprise is a company limited by guarantee with charitable status, founded in 1986 and established independently in Northern Ireland in October 1997. It operates under license from Young Enterprise UK and partners on cross border activities with a sister organization, Junior Achievement Ireland. The organization was 25 years old in the 2011/12 academic year.

1.2 Our mission is to build a connected world of young people, business volunteers and educators, inspiring each other to succeed through enterprise.

1.3 We currently deliver business education programmes in 14% of Primary and over 85% of Post Primary schools, supporting teachers in the delivery of the Revised Curriculum. Each year over 100,000 students participate in employability and entrepreneurial programmes, delivered with the support of over 1,000 volunteer advisers from the local business community and corporate supporters.

1.4 YENI programmes start at age 5 with 'Ourselves' for Primary school pupils, taking students on an engaging story-based journey exploring the world of work, saving, earning, decision making and teamwork. The sequential learning curriculum has programmes for each year at school, culminating in our flagship 'Company' and 'Team' Programmes which enable over 1,500 15-19 year olds to run their own real companies for a year with help from business mentors. This 'learning by doing' approach provides the young people involved with a hands on understanding of different careers involved within a business, and how their academic learning is applied in the world of work, eg using ICT skills to create a company website, or use of maths for financial management of their company.

1.5 In addition to an understanding of career options, our programmes also allow young people to develop transferable skills for life, such as teamwork, communication, and financial management. Amongst business-owning alumni, Young Enterprise was ranked as the most significant experience they drew upon when establishing and building their venture. Compared to the Control Group, Young Enterprise alumni were better able to see the relevance of school work to their future.[1]

1.6 YENI receives significant support from the Department of Education in relation to the delivery of support to school, and works closely with the curriculum team to ensure the needs of school curriculum are met, currently on a one-year funding cycle. However, financial constraints prevent us increasing the level of programmes delivered, despite increasing demand from schools. For example, we deliver employability programmes to only 15% of Primary schools, but are limited in growth due to funding uncertainty in the longer term. Additional support would allow for a larger number of students to gain access to these opportunities.

1.7 In supporting schools, the work of YENI through the use of experiential learning and input from external business volunteers, adds to student employability. Evidence shows that a greater focus on pre-enterprise education aimed at providing a strong linkage between the reality of business and the classroom directly affects employability. The

1 Fresh Minds Research findings: http://bit.ly/pCpFnz

European Commission report on Mini-Companies in Secondary Education[2] highlighted activities where students run a mini-company at school as an effective methodology for spreading entrepreneurial mindsets, as it is based on learning through direct experience of entrepreneurship, and supports the effectiveness of these programmes in tangibly promoting the entrepreneurial spirit of young people. It is positive that the NI Revised Curriculum includes the opportunity for students to learn about life and work, and we support teachers in the delivery of this through our Company and QuickStart programmes.

1.8 Our own research[3] shows that 99.34% of students thought that it was important to learn about business and enterprise whilst still at school, demonstrating an interest from young people, providing the delivery mechanism is appropriate to their age group, and stimulates interest.

2 The Northern Ireland Economy & importance of Careers Information for building 'Generation 2030'

2.1 In the context of the Programme for Government and Economic Strategy, YENI agrees that there is a clear need to rebalance the Northern Ireland economy towards growing the private-sector and lessening our dependence on public sector jobs. This will only be achieved in the long term through investment in educating our young people, the 'Economy 2030 generation', developing the skills and qualities needed in order to help them develop as entrepreneurs and business leaders.

2.2 We believe that Northern Ireland has many of the elements in place for successful careers education, but a focus on consistent delivery of best practice is vital to ensure all young people come out of mainstream education with career management skills for their long term future. Due to the nature of the schools environment, careers education has a necessary focus on qualification choices, and the 'next step' for students. It is the view of YENI that a longer term focus also needs to be established, teaching young people how to scan the external environment, and then understand how to map or enhance their own skills in order to meet the needs of employers, ie the importance of developing career management skills for life.

2.3 We are fortunate in Northern Ireland that we have a skills based curriculum, and at Key Stage 3 Learning for Life and Work is incorporated to ensure readiness of young people in their transition into post education. In our work in schools, we see significant variation in the delivery mechanisms used, and as a result the effectiveness of this provision. For example, Young Enterprise programmes are designed to fit into any subject area, to allow for the development of cross curricular skills, which become transferable skills in the employment environment. In reality, the responsibility for this often sits with the careers teachers or business studies teachers, whereas when careers infuses all the teaching subject areas, young people develop a greater understanding of where their subject could take them.

2.4 Leadership support for the delivery of careers within the school is a vital element, and YENI support the ETI specific focus on CEIAG provision within schools for this reason. A focus at senior level supports the development of careers support and information as a culture throughout the school, rather than sitting alongside academic achievement. This strengthens the visibility of the purpose of education in relation to future employment for young people.

2.5 YENI clearly demonstrates the value of participation in the Company programme in relation to the development of employability skills, and we would encourage all schools to support their students to have this opportunity, or other active learning experiences directly linked to business, within the context of the Learning for Life and Work framework.

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2 European Commission: Mini-Companies in Secondary Education, Best Procedure Project: Final report of the Expert Group - http://ec.europa.eu/enterprise/policies/sme/files/support_measures/training_education/doc/mini_companies_en.pdf

3 Young Enterprise NI 'Have Your Say' survey 2011

2.6 We commend the Careers Service for the development of Industry Factsheets & website support to provide centralised data on the labour market. This provides a firm foundation for research by young people in terms of their career management skills. We would encourage wide dissemination of this information, to shift the focus to helping young people to 'pick' their career, to equipping them with lifelong skills to scan and identify opportunities in the external labour market, and identify how to use their transferable skills or upskill to make themselves employable as new markets emerge

2.7 There is a recognition from CEIAG of the importance of the role of parents, and YENI would endorse this view. We encourage the planned focus of increasing the level of parental understanding of the careers opportunities, to provide a meaningful platform for discussion between parents and young people in careers choices. The skills young people could develop at school to use the careers website to identify opportunities & forward plan requirements, could be shared with their parents, and allow them to replicate this process independently in adult life.

2.8 There is a significant time lag to test the effectiveness of careers information, and it is not a topic that benefits from assessment by exam. YENI would encourage all schools to make use of personal learning portfolios, so that when young people leave school, they have a self awareness of their own strengths and weaknesses in relation to the skills and competencies expected by employers. In addition, they should also identify a personal development plan to develop these skills in the future, ie a young person may be aware they lack confidence speaking in teams and actively plan activities to address this so that they become competent at working in teams. Through our experiential learning activities, such as the Company programme, young people have the opportunity to develop and enhance these skills. We would encourage the use of the time allocated for Learning for Life and Work to be used to actively assess, and develop these life skills.

3 Conclusion & opportunities

3.1 We suggest that careers information should continue to focus careers education in the context of Labour Market Information and provide information on the specific growth industry opportunities identified in Programme to Government, to both young people and wider society influencers.

3.2 We encourage the Northern Ireland Executive to consider greater investment in developing essential employability, business and entrepreneurship skills in schools, starting from as early an age as possible, using experiential learning and encouraging better direct links between schools and the business sector.

3.3 We promote a structure that develops self sufficiency in career management skills for young people as a lifelong skill to allow them to scan the external environment and understand the transferable skills they have that relate, and what new skills they need to gain.

3.4 Working to develop the 'Economy 2030 generation' should be given primacy if the goals of Programme for Government are to be realised. YENI advocates placing a greater emphasis in the strategy on building the necessary skills and capacity with the young people of today who will become the business leaders of tomorrow.

3.5 For further information please contact:

Carol Fitzsimons

Chief Executive
Young Enterprise Northern Ireland
Grove House
145-149 Donegall Pass
Belfast
Co Antrim
BT7 1DT

Tel: 028 9032 7003 Email: carol.fitzsimons@yeni.co.uk

Young Enterprise Northern Ireland - Additional Submission

Response by Young Enterprise Northern Ireland

1 Introduction: Young Enterprise involvement in Careers education

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4 Fresh Minds Research findings: http://bit.ly/pCpFnz

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2.1 In the context of the Programme for Government and Economic Strategy, YENI agrees that there is a clear need to rebalance the Northern Ireland economy towards growing the private-sector and lessening our dependence on public sector jobs. This will only be achieved in the long term through investment in educating our young people, the 'Economy 2030 generation', developing the skills and qualities needed in order to help them develop as entrepreneurs and business leaders.

2.2 We believe that Northern Ireland has many of the elements in place for successful careers education, but a focus on consistent delivery of best practice is vital to ensure all young people come out of mainstream education with career management skills for their long term future. Due to the nature of the schools environment, careers education has a necessary focus on qualification choices, and the 'next step' for students. It is the view of YENI that a longer term focus also needs to be established, teaching young people how to scan the external environment, and then understand how to map or enhance their own skills in order to meet the needs of employers, ie the importance of developing career management skills for life.

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5 European Commission: Mini-Companies in Secondary Education, Best Procedure Project: Final report of the Expert Group - http://ec.europa.eu/enterprise/policies/sme/files/support_measures/training_education/doc/mini_companies_en.pdf

6 Young Enterprise NI 'Have Your Say' survey 2011

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3 Conclusion & opportunities

3.1 We suggest that careers information should continue to focus careers education in the context of Labour Market Information and provide information on the specific growth industry opportunities identified in Programme to Government, to both young people and wider society influencers.

3.2 We encourage the Northern Ireland Executive to consider greater investment in developing essential employability, business and entrepreneurship skills in schools, starting from as early an age as possible, using experiential learning and encouraging better direct links between schools and the business sector.

3.3 We promote a structure that develops self sufficiency in career management skills for young people as a lifelong skill to allow them to scan the external environment and understand the transferable skills they have that relate, and what new skills they need to gain.

3.4 Working to develop the 'Economy 2030 generation' should be given primacy if the goals of Programme for Government are to be realised. YENI advocates placing a greater emphasis in the strategy on building the necessary skills and capacity with the young people of today who will become the business leaders of tomorrow.

3.5 For further information please contact:

Carol Fitzsimons

Chief Executive
Young Enterprise Northern Ireland
Grove House
145-149 Donegall Pass
Belfast
Co Antrim
BT7 1DT

Tel: 028 9032 7003 Email: carol.fitzsimons@yeni.co.uk

4. Supplementary information to original submission

4.1 We reinforce the value of having 'learning for life and work' amongst other skills based areas for development within the Revised Curriculum. We believe the current curriculum provides the basis for development of employability skills for life for young people, using programmes such as those provided by Young Enterprise, but there is an inconsistency in application across schools.

4.2 We would promote the development of a measure of skills development within schools, so that the skills agenda can gain equal importance as that of academic achievement within schools. This should not be an exam based assessment, but develop the skills portfolio approach so that young people leave education with an understanding of the skills they possess and understanding of those that they need to develop, rather than seeing themselves as good or bad at specific skills.

4.3 There is the opportunity to develop new programmes using similar methodology to that of the proven Young Enterprise Company programme, in order to give young people the opportunity to develop their employability skills.

For example, one approach might be as follows:

- A one term/6-10 week programme starting with an assessment to provide a baseline of current skills
- The programme would operate on a project based topic, in conjunction with a local business who would provide a case study for students to develop a proposed solution for over the term
- In partnership with a volunteer from the business community, the students in small groups would work on the project to reach a solution – this would develop employability skills such as teamwork; communication skills; problem solving; decision making.
- They would then present their proposed solutions to the businesses in a formal presentation, building their presentation and communication skills and experience; and gaining self confidence in these abilities;
- At the end of the programme, they would then complete a new assessment of their skills and outline how they have been able to personally demonstrate them during the project, and add this into their skills portfolio.

4.4 We would also note that the current Company based programme can be used as a framework by all subject areas to develop these employability skills, and would encourage support to teachers in schools to provide support to engage young people in these programmes throughout the year. At present, the programme is often seen as extra-curricular, due to the lower priority of skills over academic within the schools environment. Again, we would reinforce that if the skills agenda were a higher priority, this would allow the leadership within the schools to prioritise the uptake of young people onto the programme, so that a larger

number of young people are provided with the opportunity to gain this experience and build their skills.

4.5 On this basis, we would also note that the methodology of the Company programme can also be successfully adapted for the FE and HE sector, and would encourage that these sectors are also encouraged to have a more formal structure to give young people the opportunity to develop their employability skills also.

4.6 Within the DEL review of provision of programmes, we would also suggest that an adapted version of Company could run over 10 weeks to focus on the development of employability skills, and run in parallel with the revised 'Training For Success' programme, to supplement the vocational learning, with those of employability.

4.7 In terms of the review of the delivery of CEIAG, we would encourage the Committee to look more broadly than just an understanding of the expected 'career path' for young people, but rather to focus on equipping them with the skills to assess their own employability skills and understand how they need to develop and adapt these for the changing environment.

End.

Watson Recruitment

Evidence

On behalf of Christine Watson
Evidence submitted: Personal opinion

As a marketing professional for the last decade (Chartered Marketer since 2007) my own career path was not straightforward and this was a direct result of the weakness of the careers guidance I experienced in the past and indeed did not experience!

My nephew recently completed his GCSE subject choices and careers guidance clearly remains lacking at what I personally deem an important touchpoint in education – when one chooses what to study and significantly what not to further study!

I began my university degree programme at Heriot Watt university in Edinburgh having been enticed by the offer of a scholarship. Failing to have fully researched and identified the difference between A levels and Scottish highers when making this decision and for various other reasons including financial reasons I returned to Queen's University, managing to continue my studies in the second year of a Bsc (hons) Management degree.

I intended to specialise in Human Resources until I was inspired by a Queen's University lecturer in Marketing.

Working 16 hours per week as a personnel systems clerk in Tesco to pay my way through university also demonstrated to me exactly what fulfilling a Human Resources role would actually involve.

My Summer work placement and voluntary participation in the Queen's career management and employability skills programme afforded me the opportunity to work in a paid full time marketing role in the Bank of Ireland the Summer before I graduated. This was invaluable to me and I am a very big advocate of work experience that goes far beyond the one week offered at high school.

I currently have regular requests from aspiring marketers asking how they can get into marketing in Northern Ireland. Professionals deemed successful and professional organisations have a clear role to play. Organisations such as The Chartered Institute of Marketing have developed websites such as www.getin2marketing.com

I have also previously attended various careers fayres and exhibited at a small, very small localised careers fayre when I was Head of Marketing for a shopping village in Banbridge.

Given the target groups identified I believe that Northern Ireland should consider the need for the provision of a very large annual careers exhibition that embraces many more professions as well as professional bodies than can be presented at a very local level. I propose that the inspirational advice and guidance needed for so many potential career choices could not possibly be delivered by any one careers professional and employers and professional bodies are unlikely to have the resource to exhibit at a very local level.

There is a clear role that online resources can also fulfil.

In my opinion the provision of quality work experience should never be underestimated.

Such resources would be a support for the local bank of Careers Advisors as well as inspiring for the individuals in the target groups identified.

Appendix: Background Information

Background:

Christine Watson Bsc (hons) MCIM Chartered Marketer
Founder: Watson & Co. Chartered Marketing
Voluntary Board Member of The Chartered Institute of Ireland Board of Directors (CIM)
Voluntary Committee Member of Queen's Graduate Association (QGA)

Currently working on a Pilot programme in association with DEL YES scheme creating marketing job opportunities for 18-24 year olds in organisations who have never before had a marketing function – marketing activity has previously been carried out by the owner/ management team formally or informally, sometimes assisted by external consultants. 17 current participant employers include my own organisation: Watson & Co. Chartered Marketing as well as Pier 36, The Wickerman, Lloyds Motoring and many other micro organisations. The objective is to give a young aspiring marketer the opportunity to prove their impact in the employing organisation and create their own permanent marketing job by demonstrating to the employer the positive impact of marketing.

Simply; if the marketing activity of the 18-24 year old results in bottom line impact the 18-24 year old should be in a position to negotiate a permanent job with their employer as a result of the Work Experience and/or Skills Development phases of the YES programme. They will also begin their professional journey towards Chartered Marketer status – with the opportunity to achieve 3 professional marketing qualification courses and certificates with CIM accredited study centre – Belfast Met to enhance their employability skills.

Opportunities are currently being advertised to 18-24 year olds and a Speed recruitment breakfast is planned for 24 April 2013 – hosted at University of Ulster Loughview Suite.

Should this pilot be successful I have aspirations for future sectoral and regional roll out, with sectoral roll out enabling additional marketing specialisation e.g. a tourism businesses pilot, a cultural organisations pilot, a retail pilot etc

As a marketing mentor for small organisations and having come across many employers seeking marketing assistance (even sitting on various programme waiting lists with some organisations!) but lacking the confidence to invest in a permanent marketing solution to date. I believe that should the pilot be successful there is every potential to create up to 1,000 marketing jobs a year in small businesses across in the Northern Ireland economy.

My personal Career Path

A decade of marketing experience:

Founder of Watson & Co. Chartered Marketing as a part time 'on the side' business in October 2005, I continued to work full-time in senior marketing positions until my leap off the hamster wheel in 2010 to develop my own company.

Utilising annual marketing budgets from £0 to over £1million to deliver marketing with impact and a weekly sales peak of £1.4million.

I work with micro, small, medium and large private, public sector, charity and not for profit organisations across many industry sectors including retail, tourism, food/hospitality, technology, professional services, healthcare, creative industries, arts and culture, transport, property and construction.

Career path:

- Grafting from aged 13 in retail and tourism in Newcastle, County Down
- Mystery shopper and market researcher from aged 16

- Avon sales representative aged 16
- Personnel systems clerk in retail to pay my way through university
- First graduate job: Business to business marketing for a consultancy in Holywood
- Knowledge Transfer Partnership transferring marketing knowledge from Queen's University to Centre for Competitiveness and its client companies
- At 24 set up my own business: Marketing Mentor on EU programme: Western Innovation Network and market research for private sector clients
- From Marketing Manager to Head of Marketing in property/retail – Business to consumer and business to business marketing
- Watson & Co. Chartered Marketing:
    - Licensed Worldhost Customer Service Trainer for local tourism and retail businesses for NI Tourist Board
    - Evolution Approved Consultant for EU across Castlereagh
    - iFactory Innovation Agent and Technical Expert
    - Private named clients in private and public sectors
    - Ebay Powerseller

CIM Involvement:

I joined CIM after graduating with a first class honours in Management from Queen's University Belfast and I never looked back:

- 2004: Advanced Certificate in Marketing – awarded Top professional marketing student in Ireland
- 2004-2006: Professional Post Graduate Diploma in Marketing
- 2007: Chartered Marketer
- 2010: Joined CIM Ireland Board of Directors
    - The Lost Generation: Spearheading a programme to create brand new marketing jobs in small businesses for our next generation of marketers. Pilot programme roll out April 2013.
    - Working with CIM communications subgroup to deliver communications to members, marketers across Ireland and position CIM in Ireland
    - Helped create a Retail specific CIM Market Interest Group: cim.co.uk/retail
    - As bold as brass: Asked Google to host CIM Ireland in Dublin with knowledge sharing seminars and behind the scenes access – and they said YES – January 2013
    - Volunteered at The Pitch 2012 and 2013
    - Represent CIM at CIM events and other events across NI and beyond including Stormont, Westminster, the Dail Eireann, Brussels, University of Ulster, Queen's University, Belfast Met, Department for Employment and Learning
- 2011: Back to school – Diploma in Digital Marketing: Awarded Distinction

Appendix 4

List of Witnesses

Appendix 4 – List of Witnesses

Action on Hearing Loss	Ms Coleen Agnew Ms Claire Lavery Mr Alan McClure Ms Roisin McGonagle Mrs Jackie Orr
Belfast Metropolitan College	Mr Justin Edwards Mr Paul O'Connor
Confederation of British Industry	Ms Kirsty McManus
Council for the Curriculum, Examinations and Assessment	Mr Richard Hanna Ms Ruth Kennedy
Citi Group	Mr John Healy
Colleges NI	Mr Gerard Campbell
Department of Education	Mrs Dorina Edgar Ms Patricia Nelson
Department for Employment and Learning	Mrs Nuala Kerr Mrs Judith Shaw
Etain Software	Mr Peter Shields
GEMS NI	Mr Stephen Atkinson Ms Susan Russam Mr Joseph Carmicheal Ms Grainne Hanna
Include Youth	Ms Blair Anderson Mr Neil Hutcheson Mr Jason Neill Mr Paddy Mooney
Institute for Employer Research	Dr Deirdre Hughes OBE
MATRIX	Dr Norman Apsley Mr Brian Keating
National Association of Head Teachers	Mr Dominic Clarke Mr Aidan Dolan Mr Liam McGuckin
Northern Ireland Association for the Care and Resettlement of Offenders	Mr Billy Clarke Mr Gareth Eannetta Ms Heather Reid
Northern Ireland Commissioner for Children and Young People	Mrs Patricia Lewsley-Mooney Ms Mairead McCafferty

Northern Ireland Electricity	Mr Gordon Parkes
Northern Ireland Sector Skills Council Network	Ms Shauna Dunlop Ms Siobhan Weir
Northern Ireland Schools and Colleges Association	Ms Fiona Browne Ms Cathy Moore Ms Julie Richardson
National Union of Students - Union of Students in Ireland	Ms Claire Flanagan Ms Adrienne Peltz Ms Hanna McNamara
North West Regional College	Mr Les Myers
Queens University Belfast	Professor Ellen Douglas-Cowie Ms Wilma Fee Ms Maria Lee
Royal Belfast Academical Institute	Mr Darren O'Neill
School Employer Connections	Mr Owen Crozier Mr Derek Hanway
Sentinus	Mr Brian Campbell Mr Bill Connor
South Eastern Regional College	Mr David Smith
Skills for Justice	Mr Nick Skeet Mrs Judith Thompson Ms Colette Wymer
The Careers Man	Mr Mark Devenney
The Open University	Mr Simon Gregg Dr Frances Morton Ms Heather Laird Ms Marina Lennon
University of Ulster	Ms Maria Curran Ms Moira McCarthy Ms Shauna McCloy
Young Enterprise NI	Ms Carol Fitzsimmons

Appendix 5

Other Papers

Other Papers Index

1. February 2010 - Education and Training Inspectorate - A Report on the Evaluation on the Quality of Learning Guidance in Post-Primary Schools

2. July 2010 - Education and Training Inspectorate - Evaluating the Quality of Careers Information, Advice and Guidance 2009

3. November 2010 - National Skills Academy for Power Report 2010

4. March 2011 - Preparing for Success - Implementation Report March 2011

5. January 2012 - Research and Information Service - The Invisible Hand - A Review of the Northern Ireland Career Service

6. April 2012 - Research and Information Service - Careers Services Netherlands, New Zealand and Sweden

7. April 2012 - Research and Information Service - The Education and Training Inspectorate and Evaluating School Career Guidance

8. April 2012 - Research and Information Service - Career Services in Northern Ireland, Great Britain and Republic of Ireland

9. July 2012 - Research and Information Service - Response to Questions following CEIAG Briefing

10. July 2012 - Research and Information Service - Inquiry into CEIAG in Northern Ireland Draft Terms of Reference

11. August 2012 - Department for Employment and Learning - Careers Service Annual report 2011 - 2012

12. December 2012 - Learning and Improvement Service Press Release

13. January 2013 - Research and Information Service - UK Careers Service Websites

14. January 2013 - South Eastern Regional College- Developing Employability Skills - Getting the Edge

15. March 2013 - Nothing in Common - The Career Aspirations of Young Britons Mapped Against Projected Labour Marker Demand 2010 - 2020

16. March 2013 - University of Ulster Visit Report

17. April 2013 - Northern Ireland Schools and Colleges Careers Association - Annual Conference Survey Results

February 2010 - Education and Training Inspectorate - A Report on the Evaluation on the Quality of Learning Guidance in Post-Primary Schools

Education and Training Inspectorate

A Report of an Evaluation

on

The Quality of Learning Guidance in Post-Primary Schools

February 2010

eti
The Education and Training Inspectorate - Promoting Improvement

Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

INVESTOR IN PEOPLE

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CUSTOMER SERVICE EXCELLENCE

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Quantitative Terms

A number of quantitative terms are used in the report. In percentages, the terms correspond as follows:

More than 90%	-	almost/nearly all
75%-90%	-	most
50%-74%	-	a majority
30%-49%	-	a significant minority
10%-29%	-	a minority
Less than 10%	-	very few/a small minority

Grading System

PERFORMANCE LEVEL	DESCRIPTOR OF PERFORMANCE LEVEL
1	Outstanding
2	Very good
3	Good
4	Satisfactory
5	Inadequate
6	Unsatisfactory

PART ONE: SUMMARY

1. INTRODUCTION

1.1 In today's society, young people in particular, are presented with a complex range of choices and decisions to be made if they are to make a positive contribution to the communities in which they live and to the local and wider economy. To achieve this they need to acquire the competences and transferable skills demanded by changes in technology, working procedures and employment practices. They need to be aware of the technical skills and knowledge required to meet the demands of their chosen career and, in addition, develop key employability skills. However, approximately 40% of year 12 pupils do not gain five or more General Certificate of Secondary Education (GCSE) or equivalent at grades A*-C and around 5% of boys do not gain any qualifications. Nearly 10% of the year 12 pupils do not achieve A*-C in English and just over 10% do not achieve A*-C in mathematics; approximately half do not receive A*-C in both English and mathematics.

1.2 To address these statistics and in an attempt to ensure that young people have the skills and attributes to compete effectively in the market place, major initiatives have been introduced which affect almost every aspect of our education and training system from pre-school through to further education and training. For example, the development of the Early Years Strategy by the Department of Education (DE), the implementation of the Revised Curriculum and the Entitlement Framework, the ongoing Specialist Schools and Extended Schools initiatives, the re-structuring of the further education colleges and the introduction of revised programmes for trainees and apprentices, the development of the Youth Work Strategy by DE, and the development of Area Learning Communities in supporting implementation of the Entitlement Framework in 2013 and in exploring the benefits of area based planning.

1.3 The Chief Inspector's report 2006-2008, identified that we must prioritise the raising of the achievements and standards for children, young people and adult learners, at both personal and academic levels, identifying that the North of Ireland has the highest proportion of the working-age population with no qualifications in the United Kingdom. The report also identifies that those who are responsible for the education of our young people need to build more effectively on the skills, knowledge and attributes of the learner; educators need to help learners understand better the connections between their individual programmes of learning.

1.4 Access to high quality, well planned individualised learning guidance is essential in preparing pupils to make effective transitions between the various stages of their education, and into training and employment. High quality learning guidance makes an important contribution to raising achievement by motivating pupils, raising aspirations, equipping pupils to make informed decisions about progression pathways, and developing skills to manage future learning and transition into the work of work.

1.5 Learning guidance, as outlined in the DE, 'Preparing for Success' document, consists of three main strands; Educational Guidance, Personal Guidance and Careers Education, Information, Advice and Guidance. All of the strands are interlinked to enable learners make the most suitable choices in order to realise their full potential (Figure 1).

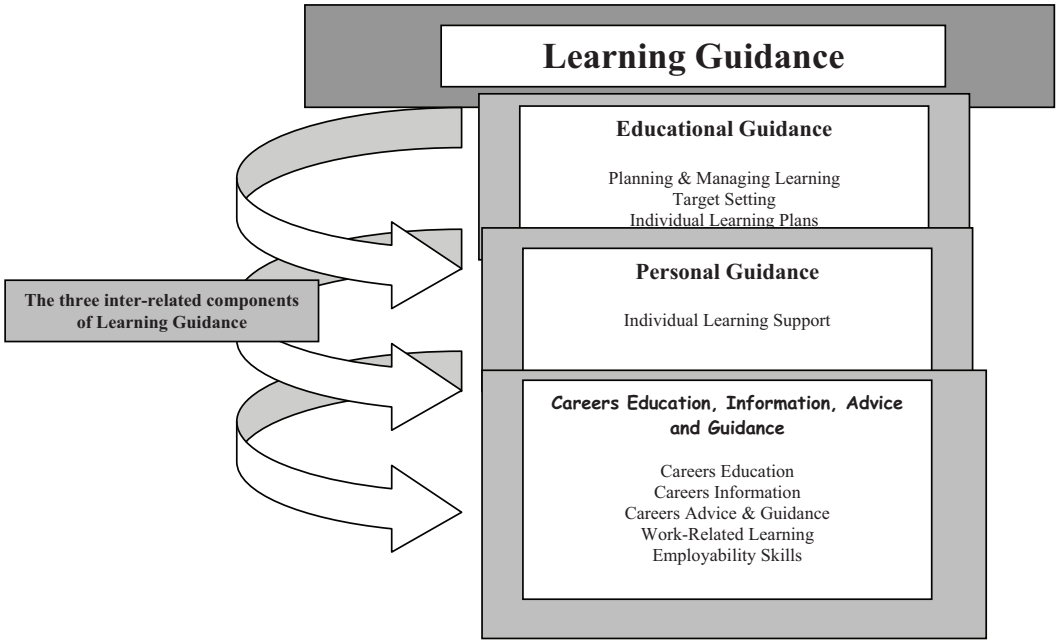

Figure 1: The Components of Learning Guidance

1.6 This report represents the findings of an evaluation of the quality of learning guidance provided for pupils in a sample of post-primary schools. The evaluation was undertaken by the Education and Training Inspectorate (Inspectorate) in June 2009.

2. THE EVALUATION

2.1 The evaluation focused, in particular, on:

- the quality of the arrangements for the provision of educational guidance, personal guidance and careers education, information, advice and guidance;
- the quality of the arrangements for the use of the progress file to support learning guidance; and
- the effectiveness of the leadership and management arrangements for the provision of learning guidance.

2.2 During the period of the evaluation, inspectors visited 16 post-primary schools, which are listed in the Appendix. The inspectors observed 93 lessons, evaluated relevant documentation, including samples of pupils work, and held discussions with 189 pupils. Discussions were also held with 126 staff, including Principals, members of senior management teams, careers coordinators, special educational needs co-ordinators and a range of staff with related responsibility.

3. SUMMARY OF MAIN FINDINGS

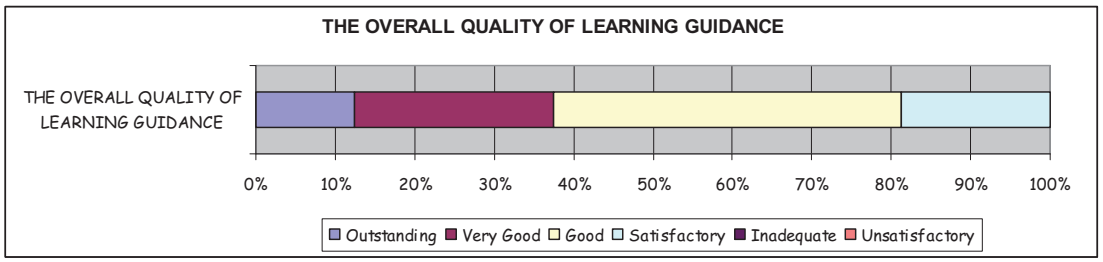

Figure 2: Graph showing the overall Quality of the Learning Guidance

3.1 The quality of the learning guidance provided for pupils, as outlined in figure 2, ranges from outstanding to satisfactory; almost 40% of the provision is very good or outstanding; there are many positive learning guidance initiatives being developed in the schools visited.

3.2 The quality of the arrangements for the provision of educational guidance for pupil's ranges from outstanding to satisfactory; just over 30% of the provision is very good or outstanding. The positive impact of the many educational guidance initiatives, however, is minimised in the majority of schools by their lack of alignment with other whole school strategies for raising achievement and standards.

3.3 The arrangements for target setting vary across and within the schools. In most of the schools visited, the pupils' have insufficient opportunities to develop an individual learning plan, however, a significant minority pupils are provided with opportunities to set targets in aspect of their learning programme.

3.4 The majority of schools are developing processes to involve pupils more directly in evaluating their progress and a minority of schools have developed innovative systems to help pupils reach their full potential.

3.5 In the majority of schools, the use of quantitative and benchmarked data, including the use of standardised tests for the tracking of pupils' individual standards, within and across organisations, is under-developed.

3.6 There are good or better transition arrangements in place for pupils transferring from the primary sector to the post-primary sector. In contrast, the arrangements for the transfer of information from post-primary schools to work-based learning providers, for those pupils who select this option as their post-16 pathway, are inadequate.

3.7 There is variation in the arrangements for the provision of learning mentorship. In the majority of the schools the mentoring programme focuses on key stage (KS) 4 and post-16 pupils. In a minority of the schools visited there is evidence of very good practice which has the potential to inform individual learning plans.

3.8 The quality of the arrangements for the provision of individual guidance and support ranges from outstanding to satisfactory; just over 30% of the provision is very good or outstanding. In the majority of schools, a wide range of strategies has been put in place to identify and address the individual learning support needs of the pupils.

3.9 There is an increasing awareness, in most schools, of the need to provide a curriculum that meets the needs of their pupils, and consequently a majority of schools have made good progress in matching the curriculum to meet the identified needs of their pupils.

3.10 In almost all schools, there are appropriate systems in place to provide guidance and support for pupils with individual learning needs. In a significant minority of the schools, the learning support assistants have a key role in supporting the pupils.

3.11 In a minority of schools, there is an emerging use of feedback from pupils to evaluate the effectiveness of teaching and learning strategies in meeting the individual needs of the pupils.

3.12 Most schools link with external organisations to engage their pupils in their learning and in almost all schools, an effective multi-agency network has been established to provide specialist support for pupils. In a significant minority of schools, however, this support is not adequately contextualised within the pupils' individual learning plans and consequently the effectiveness of these arrangements is minimised.

3.13 The quality of the arrangements for the provision of careers education, information, advice and guidance for the pupils ranges from very good to satisfactory. A very good careers programme has been established in a third of the schools included in the evaluation. In these schools, a well coordinated careers programme which allows pupils to engage in personal career planning is fully integrated within the learning guidance process.

3.14 In the majority of schools, pupils have a arrange of opportunities to develop a personal career plan, however in the majority of schools the personal career plan does not inform the individual target setting process.

3.15 In a minority of schools there are effective arrangements in place for pupils to receive impartial careers advice and guidance at key transition stages. The quality of careers information is satisfactory or better in just over 50% of the schools.

3.16 All schools provide their pupils with opportunities to participate in a range of work-related learning opportunities, however, the range and quality of these opportunities vary across the schools.

3.17 There is undue variation in the quality of the arrangements for the use of the progress file. The quality ranges from outstanding to inadequate; approximately 25% of the provision is good or better, while just over 25% is inadequate. In the majority of schools, the progress file is not used to inform robust target setting and does not inform a regular, collaborative review process between the teachers and the pupils.

3.18 There is variation in the effectiveness of the leadership and management arrangements for the provision of learning guidance, in the schools visited. The quality ranges from very good to satisfactory; approximately 50% of the provision is satisfactory. A majority of schools have begun to develop a shared strategic vision, at senior management level, for learning guidance. However, there is insufficient attention given to the development planning and coordination of the various strands of learning guidance at a strategic level.

3.19 In most schools there is insufficient monitoring, review and evaluation of the provision for learning guidance, to inform action for improvement, in particular, insufficient use is made of feedback from pupils.

3.20 In the majority of schools, there are insufficient professional development opportunities to equip staff with strategies to provide a cohesive integrated programme of learning guidance.

PART TWO: THE OVERALL QUALITY OF LEARNING GUIDANCE

4. THE QUALITY OF THE ARRANGEMENTS FOR THE PROVISION OF EDUCATIONAL GUIDANCE

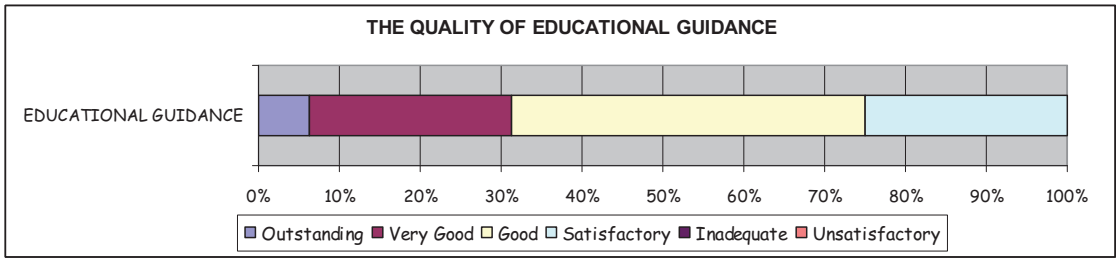

Figure 3: Graph showing the overall Quality of Educational Guidance

4.1 The quality of the arrangements for the provision of educational guidance for pupil's ranges from outstanding to satisfactory; just over 30% of the provision is very good or outstanding, as can be seen in figure 3. The positive impact of the many educational guidance initiatives is minimised, however, in the majority of schools by their lack of alignment with other whole school strategies for raising achievement and standards.

4.2 In most of the schools visited, the pupil's have limited opportunities to develop an individual learning plan. In contrast, in one school, every pupil has an individual learning plan which is being developed to focus on the transferable skills of using mathematics, information and communication technology (ICT), communication, thinking skills and personal capabilities. Through rigorous evaluation, the school has demonstrated that as a result of this initiative, the pupils are more engaged in their learning.

4.3 In most schools, pupils are provided with opportunities to set targets in aspects of their learning programme. The priority afforded to establishing a systematic approach to target setting, is variable. In one school, for example, the normal timetable is revised on certain day's at all key stages to allow the pupils to reflect on their personal interests, strengths and to set individual learning targets. In this case the pupils have a good understanding of the process and the support it provides in enabling them to realise their full potential. The pupils value opportunities to set targets for their learning. They feel that it enables them to plan for improved standards in their work. The majority of pupils, however, report that individual target-setting is not systematic across their school; it is being carried out by subject departments and not as a whole school strategy.

4.4 The majority of schools are developing process to involve pupils more directly in evaluating their progress. In one school, for example, pupils in mathematics are directly engaged in improving their own learning through a review of recently completed examination paper. The pupils can interpret the mark scheme and annotate their own paper with specific comments on how they could have achieved better marks. The pupils discuss in pairs the errors they have made and what they could have done to achieve a better grade. Pupils are provided with a well designed self-evaluation pro-forma and respond to three self evaluative questions. This is discussed and signed by the form teacher and sent home for an accompanying comment by the parent.

4.5 A minority of schools have developed innovative systems in an attempt to help their pupils reach their full potential. One school, for example, has developed a 'Ready to Learn Register' to identify pupils who are underachieving and experiencing difficulty with preparation for learning. The system allows for monthly reports on individuals and provides all staff with a consistent approach to improving pupils' academic success and behaviour.

4.6. In the majority of schools, the use of quantitative and benchmarked data, including the use of standardised tests for the tracking of pupils' individual progress and achievement, is under-developed. However, there are examples of well developed systems to track pupils, monitor their learning and identify individual support needs. In one school, data is used effectively to set individual learning targets. The progress of all year 12 pupils is monitored and evaluated by their teachers and head of subject departments against baseline data. Underachieving pupils are identified and monitored weekly by their form teachers who report weekly to their year head regarding key areas such as attendance, behaviour, commitment, coursework and homework. Of the 12 pupils mentored last year 11 achieved the target of five GCSEs at grades A*-C with the remaining pupils achieving four GCSEs at grades A*-C. In addition, the school collates and analyses a range of data to identify under-achievement and to inform reviews of learning, teaching and curriculum planning.

4.7 A significant minority of the post-primary schools visited retests the pupils at the beginning of their first year; this approach does not reflect an effective use of time as the information being sought is readily available from the feeder primary school.

4.8 The quality of the arrangements for transition planning ranges from outstanding to satisfactory. In almost all schools, there are good or better transition arrangements in place for pupils transferring from the primary sector to the post-primary sector. In contrast, the arrangements for the transfer of information from post-primary schools to work-based learning providers, for those learners who select this option as their post-16 pathway, are inadequate.

4.9 The excellent relationships between the post-primary school and their feeder primary schools ensure that in the majority of schools comprehensive pupil information is provided to the post primary school. Effective communication at all levels within the post-primary school enables thorough dissemination of appropriate information to relevant staff. For those pupils with individual learning support needs, a transition team comprising representatives from key agencies and organisations, including the Department for Employment and Learning (DEL) Careers Advisers, the health trusts and the school's special educational needs co-ordinator, share information at annual reviews and transition planning meetings.

4.10 In the majority of schools, there are well developed transition arrangements in place at the end of KS3 and KS4 to support pupils in making informed careers choices. In most schools, year 10 and year 12 "option information evenings" are held for parents and pupils, with representatives present from the local further education colleges and DEL Careers Advisors. In one school, there are very effective arrangements for the transition of pupils from KS4 to post-16. The school hosts a year 13 induction programme for approximately 250 pupils from schools within their area learning community. The day is well structured with a range of sessions looking at roles and responsibilities, team building and study skills. Importantly, teachers from other schools within the area learning community are involved in the delivery of the sessions. The feedback from the pupils is very positive; they report that the induction programme enables them to settle into their course of study much earlier. Evidence indicates that it effectively prepares pupils for the different demands of A-Level study and removes social barriers as pupils are introduced to prospective class-mates from different schools.

4.11 In the majority of schools with post-16 provision, there is very good preparation for progression to further or higher education. However, in a significant minority of schools, the focus on higher education has resulted in other routes not being explored for those pupils who do not which to enter higher education.

4.12 There is variation in the arrangements for the provision of learning mentorship. In the majority of the schools the mentoring programme focuses on KS4, and post-16 pupils. In a minority of the schools visited there is evidence of very good practice which has the potential to inform individual learning plans.

4.13 In the best practice, a mentoring programme is available for all pupils. The needs of the pupils are carefully matched to the expertise and interests of their learning mentors. The mentor meets regularly with each pupil to review progress against clearly defined and agreed personal targets. In the most effective practice, the mentor has in-depth knowledge of the pupil and brings strong pastoral support to their role. The roles and responsibilities of the mentor and mentee are well-defined and time is allocated to enable the mentor to effectively carry out their duties. The success of this strategy is borne out by pupils volunteering for inclusion in the scheme. In contrast, it is unsatisfactory that in a significant minority of the schools, a mentoring programme is only made available to those pupils identified as having special educational needs.

4.14 In another school, a significant investment in establishing a staff mentorship programme for pupils in year 12, who have been identified as just on the borderline of achieving five A*-C grades at GCSE, or those who are disaffected, has resulted in pupils increased self-esteem and confidence. The school facilitates meetings with individual pupils, which is supported further by contact with parents, revision classes and through teacher/pupil mediation. Progress reviews are undertaken at key stage 4 on an individual basis with the year head and subject teachers. The head of year 12, who is taken off timetable, carries out review and target setting interviews with individual pupils. In one school, where all year 12 pupils have access to a learning mentor, the mentoring and monitoring role of the teacher has led to increased numbers of pupils achieving five A*-C grades at GCSE. In addition, the mentoring system is also having the overall effect of raising teacher expectations.

4.15 A small minority of schools have successfully trained non-teaching staff as mentors. For example, in one school, classroom assistants undertake the role of learning support mentors and work as part of a team to support individual pupils in their learning. In another school, year 13 pupils act as peer tutors in supporting a number of year 8 pupils who have been identified as having difficulty in their learning. The mentors, who are carefully matched to their mentees, support each pupil in reflecting on their progress and in setting their personal targets. The schools who have developed these programmes can demonstrate that it has resulted in greater pupil engagement in their learning, and in almost all cases greater pupil achievement at the end of year 8.

4.16 In a significant minority of schools, there is evidence that additional and targeted funding has a positive impact on the provision of mentoring programmes/support available to pupils. For example, in one school, through the extended schools initiative, a learning mentor was appointed whose role was to identify social barriers preventing access to school, work experience and leisure opportunities. However, due to the nature of the funding for extended schools, this role could not be sustained.

5. THE QUALITY OF THE ARRANGEMENTS FOR THE PROVISION OF PERSONAL GUIDANCE AND SUPPORT

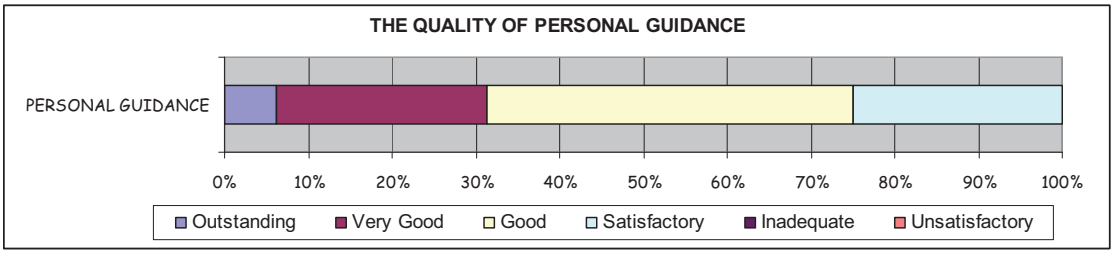

Figure 4: Graph showing the overall quality of the arrangements for the provision of personal guidance and support

5.1 The quality of the arrangements for the provision of personal guidance and support, for the pupil's, ranges from outstanding to satisfactory; just over 30% of the provision is very good or outstanding, as can be seen in figure 4.

5.2 In almost all of the schools, there is very good communication between class teachers, form teachers and year tutors. In one school, for example, the group tutor, the head of year and subject tutors carry out individual pupil interviews to review progress and identify and address emerging individual learning needs. In another school, the special education needs co-ordinator (SENCO), who is also a year tutor, attends all year tutor meetings. This provides good opportunities for the transfer of information regarding the needs and progress of individual pupils. Almost all of the pupils report that this effective communication enables their teachers to be increasingly responsive and supportive.

5.3 There is an increasing awareness, in most schools, of the need to provide a curriculum that meets the needs of their pupils, and consequently a majority of schools have made good progress in matching the curriculum to meet the identified needs of their pupils. In one school, subject option groupings are designed to facilitate a wide range of aspirations and ability. For example, in one school the KS4 options have three pathways, one for those taking 9+ GCSEs, another for those taking seven GCSEs and a third pathway for those who require support in English, mathematics and science. The latter group is provided with additional learning support for two hours fortnightly in these key subject areas. In another school, the staff liaises closely with the local college of further education to tailor individual learning programmes for pupils with specific needs. In another school, a comprehensive vocational and life skills programme is offered to enable individual pupils to develop the skills they need to progress to employment, further education or training. The school reports that the staying on rate for these pupils in their post-16 destination is improving significantly.

5.4 In almost all schools, there are appropriate systems in place to provide guidance and support for pupils with individual learning needs. In a significant minority of the schools, the learning support assistants have a key role in supporting the pupils. For example, in one school, the learning support staff are very effective in supporting the pupils through their involvement in the delivery of the personal development programme, and in the literacy club while in another school, the learning support assistant and the librarian have received accredited training in reading partnership; good use is made of their expertise to support the pupils and in providing a very well attended after-schools reading partnership programme.

5.5 In a minority of schools, there is an emerging use of feedback from pupils to evaluate the effectiveness of teaching and learning strategies in meeting the individual needs of the pupils. For example, in one school, the curriculum manager has used a structured programme of pupil consultation with the purpose of encouraging pupils to engage in reflective discussion, to obtain feedback on the experience of the pupils generally, and specifically within her classroom. This has enabled the teacher to build on strengths, and to consider areas for improvement as suggested by her own pupils. For example, the pupils reported positively regarding effective preparation, classroom organisation and helpfulness, while a number identified the pace of lessons as a negative feature. On reflection of the views of the pupils, the teacher has developed an effective range of differentiated teaching and learning strategies.

5.6 Most schools link with external organisations to engage their pupils in their learning. In one school for example, the Knowledge through Enterprise for Youth (KEY) programme is used very effectively to motivate pupils. The pupils who participated in this programme report that they had an increased interest in their career goals and a higher level of motivation towards attaining them. They also reported an increase in their self-confidence and their capacity to consider wider careers choices.

5.7 In almost all schools, an effective multi-agency network has been established and is responsive in providing specialist support for pupils. However, this support is not adequately contextualized within the pupils' individual learning plans and consequently the effectiveness of these arrangements is minimised.

6. THE QUALITY OF THE ARRANGEMENTS FOR THE PROVISION OF CAREERS, EDUCATION, INFORMATION, ADVICE AND GUIDANCE

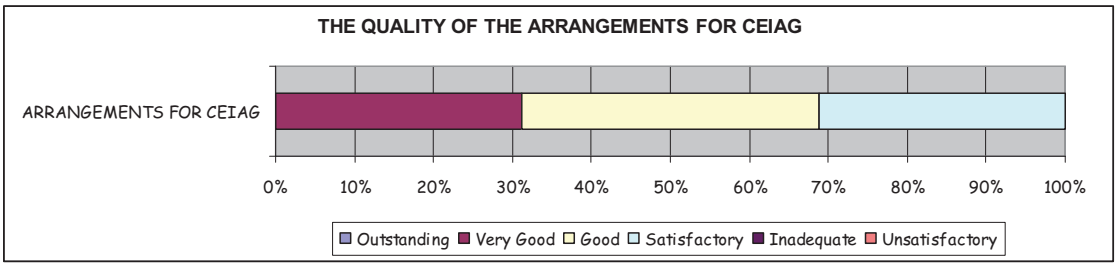

Figure 5: Graph showing the overall quality of the arrangements for the provision of Careers Education, Information, Advice and Guidance

6.1 The quality of the arrangements for the provision of careers education, information, advice and guidance ranges from very good to satisfactory, as can be seen in figure 5. A cohesive careers programme is in place in one third of the schools surveyed. In the best practice, a well-co-ordinated careers programme, which allows pupils to engage in personal career planning, is fully integrated within the learning guidance process.

6.2 In the majority of schools, pupils have a range of opportunities to develop a personal career plan. In the schools where the process is well-developed, pupils develop effective research, evaluation and decision-making skills. However, in the majority of schools, the personal career plan does not inform the individual target setting process or support the pupil's individual learning plans.

6.3 In a minority of schools, there are effective arrangements in place for pupils to receive impartial careers advice and guidance at key transition stages. A significant strength in these schools is the role of the subject teacher in providing appropriate careers advice and guidance to the pupils. Subsequently pupils are better prepared to make appropriate and informed career decisions. Consequently, in a majority of schools, staff has a limited understanding of progression pathways and there are insufficient opportunities to link the careers advice and guidance to the pupils personal careers plan or their individual learning plans. There is insufficient linkage between the provision of careers information, and the provision of impartial advice and guidance for pupils on an individual basis, which informs their career aspirations and enables them to plan for realistic and achievable progression.

6.4 All schools provide their pupils with opportunities to participate in a range of work-related learning activities; the range and quality of these opportunities varies across the schools visited. In one school, for example, the work experience programme is well planned, including the setting of personal pupil objectives, to meet the needs of pupils and support the development of their personal career plan. The work placement programme includes rigorous preparation including the setting of personal objectives. On completion of the placement the pupils review and evaluate their experience and if necessary modify their personal career plan. In contrast, in another school, the work-related learning opportunities are mostly limited to a work placement for pupils in year 13. The preparation is limited and there is little evidence that the outcomes supporting the pupil's careers decision making. In the majority of schools, the arrangements to link the outcomes from the pupils work-related learning experiences to their individual targeting setting and personal career plans are underdeveloped.

6.5 The quality of the provision of careers information is satisfactory or better in just over half of the schools. In the majority of schools, this is supplemented by appropriate opportunities for pupils to attend a range of careers related events. In almost all schools there is insufficient use of current and accurate labour market information to inform pupils' career planning.

7. THE QUALITY OF THE ARRANGEMENTS FOR THE USE OF THE PROGRESS FILE

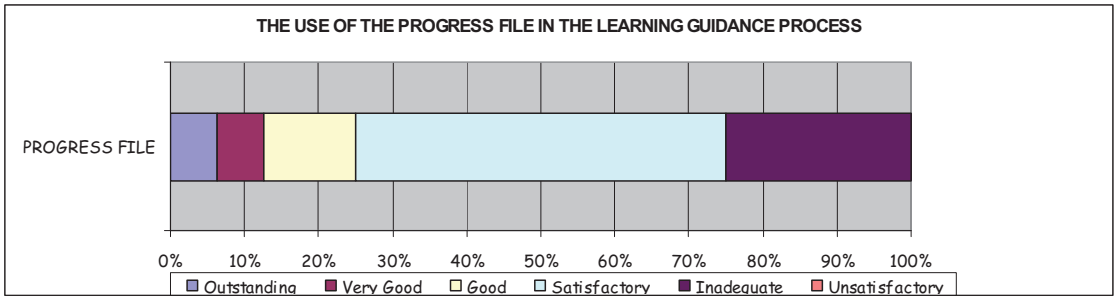

Figure 6: Graph showing the overall quality of the arrangements for the use of the progress file

7.1 There is considerable variation in the quality of the arrangements for the use of the progress file, in the schools visited. The quality ranges from outstanding to inadequate; approximately 25% of the provision is good or better, with just over 6% being outstanding, as can bee seen in figure 6.

7.2 In the majority of schools, the progress file is not used well to inform any robust target-setting, and does not inform a regular collaborative review process between the teachers and the pupils. In these schools the management of the progress file has not developed sufficiently from that of the record of achievement and there is a persistent lack of integration between the progress file and other aspects of the curriculum; there is little evidence that the progress file is valued by pupils.

7.3 In a minority of schools the progress file is used effectively by pupils to reflect on their achievements, to set targets for progression and achievement in their learning and to inform their career decision making. In the best practice, the progress file works effectively because it is fully supported by the senior management team, and is sharply focused on developing the pupils target setting skills. This is achieved through a well planned series of lessons which is embedded within the pastoral programme and includes the year 8 pupils completing a review of their KS2 achievements, and using this information as a baseline from which to set targets for their new post primary school. Pupils are given a sound understanding of the principles and practices of target setting from year heads, all of whom have received the same training in this area. Homework diaries contain useful information on action planning. The target setting process is reviewed with the form teacher at the twice-yearly pupil appraisal interviews. In discussions with these pupils, they reported a strong sense of ownership of the process.

7.4 Those pupils who were enabled to engage in the progress file process report that they are more aware of how they learn, how to review their progress, and are skilled in setting personal targets and goals. The progress file process complements the careers education, information, advice and guidance curriculum; pupils continually update their career plan, and at each transition stage complete a standard career plan for inclusion in the progress file. The progress file is then used to inform careers advice and guidance, the selection of work-related learning opportunities, mock interviews and the development of personal statements.

8. THE EFFECTIVENESS OF THE LEADERSHIP AND MANAGEMENT ARRANGEMENTS FOR THE PROVISION OF LEARNING GUIDANCE

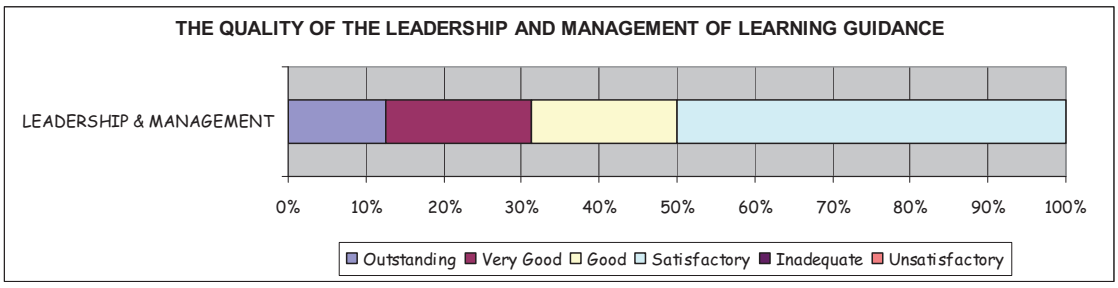

Figure 7: Graph showing the effectiveness of the leadership and management arrangements for the provision of learning guidance

8.1 There is variation in the effectiveness of the leadership and management arrangements for the provision of learning guidance, in the schools visited. The quality ranges from very good to satisfactory; approximately 50% of the provision is satisfactory, as can be seen in figure 7.

8.2 In the majority of schools, a good start has been made to the development of a shared strategic vision, at senior management level, for learning guidance. There is, however, insufficient attention given to the strategic planning for, and co-ordination of, the various strands of learning guidance. This results in a lack of cohesion of the learning programmes, often characterised by duplication and dilution of the quality of experiences of the pupils. While there are numerous references to learning guidance provision in a range of other strategic and operational documentation, in almost all schools, there is no specific development plan for learning guidance.

8.3 In the best practice, there is a coherent, comprehensive and purposeful blend of pastoral support, regular academic target-setting and well-integrated careers provision. In one example, the school timetable is reorganised on two occasions in the year to facilitate one-to-one interviews with every pupil in key stages 3 and 4. Christmas and mock GCSE reports form the basis for the interviews in years 8 to 11, and year 12 respectively. In addition, to comparative performance data, the interviews take account of personal information about the pupil. In the case of year 12 pupils the reports are used as a bridge or link to discussing how sixth form choices can support careers aspirations. The interviews are supported by the strong linkage between staff with pastoral and academic roles, in addition to the contribution from the SENCO. Targets are agreed and filed so as to provide an ongoing record of progress and personalised goals.

8.4 In most schools, there is insufficient monitoring, review and evaluation of the provision for learning guidance to inform action for improvement; in particular, insufficient use is made of feedback from pupils. In the best practice, the school is utilising the pupil voice communicated through the student council and consultative surveys. For example, the findings of a survey of year 10 pupils have been collated and analysed to inform the careers education, information, advice and guidance development and action planning.

8.5 In the majority of schools, there are insufficient professional development opportunities to equip staff with strategies to provide a cohesive integrated programme of learning guidance. There are opportunities for staff development in discrete aspects of learning guidance. For example, in one school, the designated careers education, information, advice and guidance staff undertake appropriate and regular professional development in which all staff are involved in appropriate staff development. The designated careers education, information, advice and guidance staff are provided with a well planned induction, regular professional review and support which contributes to the improvement of the learning guidance provision. In another school, there is annual up-skilling of teachers to ensure they can conduct effective pupil appraisal interviews. In most of the schools, the training needs of staff for this aspect of the curriculum, are not systematically audited or analysed to inform a programme of continuous professional development.

8.6 In almost all the schools, the discrete strands of learning guidance are effectively led by a dedicated, hard-working and committed co-ordinator who provides clear strategic direction for the aspect of learning guidance they manage. Almost all of the co-ordinators spend the majority of their time delivering other curricular subjects and, as a result, the opportunity for the co-ordinators of the various aspects of learning guidance to meet, plan and co-ordinate an integrated programme of learning guidance, is overly constrained.

PART THREE: CONCLUSION AND KEY PRIORITIES FOR DEVELOPMENT

9. CONCLUSION

9.1 In the areas evaluated, the overall quality of the provision for learning guidance is good. The evaluation has identified important strengths in many aspects of the provision for learning guidance. The evaluation has identified areas for improvement the schools involved in this evaluation have demonstrated the capacity to address the areas for improvement identified within this report. The Education and Training Inspectorate will monitor the school's progress on the areas for improvement.

10. KEY PRIORITIES FOR DEVELOPMENT

10.1 To promote continuous improvement in the quality of learning guidance this evaluation has identified a number of key priorities for development, which includes the need for schools to:

- incorporate the various strands of learning guidance into a coherent programme, that provides the pupils with the appropriate opportunities to develop the skills to manage their learning and career development;

- establish rigorous and robust systems and procedures for monitoring and evaluating the quality of learning guidance, including the opportunities for the pupils to provide feedback on their experiences; and

- systematically audit and analyse the training needs of all staff to inform the provision of a coherent and continuous professional development programme.

APPENDIX

THE ORGANISATIONS WHO CONTRIBUTED TO THE EVALUATION

Arvalee Special School
Belfast Royal Academy
Castlederg High School
Coleraine High School
Dungannon Integrated College
Glastry College
Limavady Grammar
Lurgan College
Parkhall High School, Antrim
Rathfriland High School
Regent House Grammar School, Newtownards
St Benedict's High School, Randalstown
St Joseph's High School, Belfast
St Patrick's High School, Keady
St Patrick's High School, Lisburn
St Paul's High School, Kilrea

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July 2010 - Education and Training Inspectorate - Evaluating the Quality of Careers Information, Advice and Guidance 2009

eti
The Education and Training Inspectorate -
Promoting Improvement

Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

INVESTOR IN PEOPLE

Education and Training Inspectorate

Evaluating the Quality of Careers Information,

Advice and Guidance provided by

Career Information, Advice and Guidance Providers

2009

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INTRODUCTION

1.1 Introduction

Rapid changes are taking place in the labour market, driven by technological change and global economic activity. The pace of change is great, and its direction sometimes unpredictable. In a complex and changing world, all citizens need access to high quality, comprehensive and impartial information, advice and guidance.

The overall aim of effective careers information, advice and guidance (CIAG) provision is to enable clients become effective career decision makers, leading to increased participation in education, training and employment. Careers information and careers advice and guidance are defined as:

Careers Information provides access to up-to-date impartial labour market information and information relating to educational and training opportunities, to inform career planning and management; and

Careers Advice and Guidance is the provision of impartial client-centered advice and guidance, to assist in making appropriate career decisions and choices, which are informed and well thought through. It enables clients to apply their knowledge, understanding. Skills and experiences to manage their career and make informed decisions about their education, training or employment.

1.2 Purpose of the Document

This publication provides a structured and coherent framework of quality indicators for CIAG. The document is divided into three main sections; leadership and management, client impact and outcomes and the quality of CIAG provision. The key questions, quality indicators and key features within each section will enable CIAG providers to implement a rigorous and effective self-evaluation process as part of their quality assurance arrangements.

OVERVIEW: KEY QUESTIONS AND QUALITY INDICATORS

Section A **Leadership and Management**

Key Question 1 How effective are the leadership and management in providing high quality CIAG and in supporting clients?

Quality Indicators

1.1 Strategic Leadership
1.2 Action to Promote Improvement
1.3 Staffing
1.4 Physical Resources
1.5 Links and External Partnerships
1.6 Equal Opportunity
1.7 Value for Money
1.8 Marketing

Section B **Client Impact and Outcomes**

Key Question 2 How effective are clients in making appropriate career decisions?

Quality Indicators

2.1 Self-Awareness and Development
2.2 Career Exploration
2.3 Career Management

Section C **Quality of Provision for CIAG**

Key Question 3 How effective is the quality of the delivery of the CIAG provision?

Quality Indicators

3.1 Careers Information
3.2 Careers Advice and Guidance
3.3 Diversity and Inclusion
3.4 Child Protection and Vulnerable Adults

SECTION A: LEADERSHIP AND MANAGEMENT

SECTION Ai: Introduction

This section is concerned with the effectiveness of leadership and management in ensuring clients receive high quality CIAG services, regardless of their ability or background. This section also covers the effectiveness of strategic leadership, quality improvement arrangements, staffing, the management of resources, links with key stakeholders and equality of opportunity. Central to effective leadership and management is the capacity of managers to bring about improvement through effective monitoring and evaluation of all aspects of CIAG provision. The main performance indicators in this section can be applied to leadership and management at any level within the organisation.

The quality indicators are not evenly weighted and should not be used as a checklist; rather they should be seen as integral elements affecting the quality of the leadership and management, but are set out to help the process of critical analysis and evaluation.

SECTION Aii: Leadership & Management: Overview of Key Question and Quality Indicators

Key Question 1: To evaluate how effective the leadership and management is in providing high quality IAG and in supporting clients, the following eight questions (quality indicators) need to be answered.

1.1 **Strategic Leadership**: How effective are the senior management team in providing strategic leadership and clear direction in achieving high quality CIAG?

1.2 **Action to Promote Improvement**: How effective are the leaders and managers, at all levels, in improving the quality of CIAG provision, and raising the standards of the clients' experiences?

1.3 **Staffing:** How effective are the leaders and managers in recruiting, deploying, appraising and developing staff, at all levels, to provide high quality CIAG?

1.4 **Physical Resources:** How effective are leaders and managers in the deployment of all resources to provide high quality CIAG?

1.5 **Links and External Partnerships:** How effective are the links and partnerships with other providers, services, employers and other agencies in contributing to the provision of high quality CIAG which meets the current and future needs of clients?

1.6 **Equal Opportunity:** How effectively do leaders and managers plan CIAG services to promote equality of opportunity for clients and staff?

1.7 **Value for Money:** Does the organisation provide value for money in meeting individual, social and economic needs?

1.8 **Marketing:** How well does the organisation market its CIAG services?

SECTION Aiii: Key Question, Quality Indicators, Key Features and Evidence

Key Question 1: How effective are the leadership and management in providing high quality CIAG and in supporting clients?

To evaluate how effective the leadership and management is in providing high quality CIAG and in supporting clients, the following seven questions (quality indicators) need to be answered:

1.1 Strategic Leadership: How effective are the senior management team in providing strategic leadership and clear direction in achieving high quality CIAG?

Key Features	**Evidence**
To evaluate this, consider the extent to which the senior management: 1.1.1 provide effective leadership and management to ensure high quality CIAG provision, to meet the needs of staff, clients and stakeholders; 1.1.2 set, share and review realistic objectives and targets that meet local and regional education and training needs; 1.1.3 engage fully in effective development and improvement planning that is informed by an evaluation of the external and internal environments; 1.1.4 involve clients in developing and reviewing the CIAG provision in their area; 1.1.5 establish clear and open channels of communication between all staff, clients, and stakeholders; 1.1.6 define clear roles, responsibilities and functions, to support the achievement of key strategic objectives; and 1.1.7 use effective change management strategies that are sensitive to the needs of staff, clients and stakeholders.	Sources of evidence include: • development and operational plans; • CIAG policy and strategy; • performance data; • minutes of meetings; • improvement plans; • presentation of annual report; • leaver destination surveys; • labour market information; and • arrangements for communicating with staff.

1.2 Action to Promote Improvement: How effective are the leaders and managers, at all levels, in improving the quality of CIAG provision, and raising the standards of the clients' experiences?

Key Feature	**Evidence**
To evaluate this, consider the extent to which leaders and managers: 1.2.1 collect, interpret and use effectively an appropriate range of accurate and up-to date participation and tracking data, to ascertain which client groups are being reached, monitor the effectiveness of the organisation and identify areas of improvement; 1.2.2 use self-evaluation and improvement planning processes appropriately; 1.2.3 demonstrate the capacity to sustain continuous improvement, including effective and innovative strategies to improve the quality of CIAG; and 1.2.4 encourage and support staff to contribute to the sharing of professional expertise and evidence-based good practice within the organisation and with stakeholders.	Sources of evidence include: • evaluation of clients experience of services received; • annual review of programmes, provision and action plans; • audit of CIAG provision; • analysis of data on progress and outcomes; • feedback mechanisms; • minutes of meetings; • the self-assessment documentation; and quality improvement plans; and • key performance indicators.

1.3 Staffing: How effective are the leaders and managers in recruiting, deploying, appraising and developing staff, at all levels, to provide high quality CIAG?

Key Features	**Evidence**
To evaluate this, consider the extent to which leaders and managers: 1.3.1 ensure that there are sufficient numbers of staff, with the appropriate qualifications and experience, to match the requirements of the organisation and the needs of clients; 1.3.2 deploy staff appropriately to manage and deliver high quality CIAG to meet the needs of different communities; 1.3.3 provide staff with a broad range of opportunities to undertake relevant continuous professional development; 1.3.4 use performance reviews effectively to identify and meet individual staff development needs; and 1.3.5 provide a range of opportunities for staff to develop leadership and management skills and capabilities.	Sources of evidence include: • management organisation chart; • job descriptions; • staff development opportunities and records; • performance appraisal records and agreements; • staff caseloads; • staff training needs audits; and • deployment analysis of staff.

1.4 Physical Resources: How effective are leaders and managers in the deployment of all resources to provide high quality CIAG?

Key Features	**Evidence**
To evaluate this, consider the extent to which leaders and managers: 1.4.1 have appropriate polices and procedures in place to ensure that all accommodation and equipment are maintained, updated, and comply with relevant legislation, including health and safety; 1.4.2 ensure that all clients have access to good quality accommodation, that complies with current legislation and promotes inclusion; and 1.4.3 ensure that clients have access to a wide range of good quality up-to-date CIAG resources, (paper and electronic), that support their education, training and employment needs.	Sources of evidence include: • evaluation of perceptions of accommodation and environment by client group; • budget allocations; • resource usage records, including both paper and electronic resources; and • the range of materials in different formats to meet client need.

1.5 Links and Partnerships: How effective are the links and partnerships with other providers, services, employers and other agencies in contributing to the provision of high quality CIAG which meets the current and future needs of clients?

Key Features	**Evidence**
To evaluate this, consider the extent to which leaders and managers: 1.5.1 have developed effective partnerships with key external stakeholders to meet the needs of clients; 1.5.2 work effectively with learning providers, (schools, colleges and training organisations), to ensure that clients have access to CIAG services; 1.5.3 ensure partnership agreements are in place, which clearly state roles and responsibilities and measurable outcomes; and 1.5.4 have effective links with employers and sectoral bodies, (locally and regionally), to ensure clients have access to relevant labour market information; and 1.5.5 have productive partnerships with voluntary and community organisations to ensure the CIAG services meet the needs of those clients vulnerable to social exclusion.	Sources of evidence include: • partnership agreements; • client feedback; and • analysis of contacts with learning providers, employers, sectoral bodies and community and voluntary sectors.

1.6 Equal Opportunity: How effectively do leaders and managers plan and deliver CIAG services to ensure equality of opportunity for clients and staff?

Key Features	Evidence
To evaluate this, consider the extent to which leaders and managers: 1.6.1 have in place appropriate policies and procedures that meet legislative requirements and promote equality for all the organisation's clients and staff; 1.6.2 ensure that the provision is open and accessible to all clients, regardless of location, background and abilities; and 1.6.3 ensure the promotion of equal opportunities through the delivery of impartial CIAG.	Sources of evidence include: • customer charter; • analysis of client data; • equal opportunities policy; • client feedback; and • staff development records.

1.7 Value for Money: Does the organisation provide value for money in meeting individual, social and economic needs?

Key Features	Evidence
To evaluate this, consider the extent to which leaders and managers: 1.7.1 make effective and efficient use of resources, both locally and regionally, to deliver services and meet clients needs; 1.7.2 monitor and review provision, to ensure it benefits individual, social nd economic need; and 1.7.3 have appropriate plans to benchmark the quality of service delivery against comparable service providers.	Sources of evidence include: • budget allocations; • action plans; • business and delivery plans; • allocation of funds and staffing; • monitoring and evaluation records; • key performance indicators; • annual audits; and • impact analysis.

1.8 Marketing: How well does the organisation market its CIAG service?

Key Features	**Evidence**
To evaluate this, consider the extent to which the organisation: 1.8.1 collects relevant information about its client base in order to inform its marketing strategy; 1.8.2 use effective marketing strategies to inform all clients about the services available; 1.8.3 ensure all clients and key stakeholders know how to gain access to the service and participate regularly in the services provided; and 1.8.4 identify and make contact with those who are not using the CIAG services.	Sources of evidence include: • marketing plan; • promotional materials and activities; • marketing intelligence; • records of action taken to target clients not using service; and • feedback from users; • record of media coverage; and • attendance at events.

SECTION B: CLIENT IMPACT AND OUTCOMES

SECTION Bi: Introduction

The client impact and outcomes are central when evaluating the quality of the overall CIAG service delivery. In making an evaluation due consideration should be given to the extent to which clients are self-aware, can identify and explore a range of appropriate career path ways and can implement and review a suitable career action plan.

The quality indicators are not evenly weighted and should not be used as a checklist; rather they should be seen as integral elements affecting the client impact and outcomes, but are set out to help the process of critical analysis and evaluation.

SECTION Bii: Client Impact and Outcomes: Overview of Key Question and Quality Indicators

Key Question 2: To evaluate clients' progress in making effective career decisions, the following three questions (quality indicators) need to be answered.

2.1 Self-Awareness and Development: How effective are the CIAG services in enabling clients identify, assess and develop the skills and qualities necessary to choose an appropriate career pathway?

2.2 Career Exploration: How effective are the CIAG services in enabling clients to identify, explore and review appropriate career pathways?

2.3 Career Management: How effective are the CIAG services in enabling clients employ effective career decision-making strategies to manage transition and implement an appropriate career plan?

SECTION Biii: Key Question, Quality Indicators, Key Features and Evidence

2.1 Self-Awareness and Development: How effective are the CIAG services in enabling clients to identify, assess and develop the skills and qualities necessary to choose an appropriate career pathway?

Key Features	**Evidence**
To evaluate this, consider the extent to which client's: 2.1.1 recognise the need to make a choice, at key transitional stages, in relation to their education, training and employment; 2.1.2 have an understanding of self; 2.1.3 are aware of the requirements of specific occupations, and education and training courses that are of interest to them; and 2.1.4 engage effectively in the decision-making process.	Sources of evidence include: • analysis of data on achievements; • direct observation of group sessions and individual s staff; • progress files and individual action plans; • individual records, including assessment information; • discussions with clients and staff; • psychometric testing records; and • self-assessment records.

2.2 Career Exploration: How effective are the CIAG services in enabling clients to identify, explore and review appropriate career pathways?

Key Features	**Evidence**
To evaluate this, consider the extent to which client's: 2.2.1 can identify specific occupations, courses of study and training opportunities of interest; 2.2.2 can apply their work-related learning and other experiences to consider the best careers options that best match their interests, skills and abilities; 2.2.3 are enabled to develop further their information handling skills to identify and explore appropriate career pathways; 2.2.4 have a broad and accurate knowledge of the education, training and employment opportunities that are available locally, regionally and nationally; 2.2.5 can effectively review and rank each career option; and 2.2.6 can identify and prioritise a range of career pathways.	Sources of evidence include: • records of level of guidance interventions; • direct observation of group and individual sessions; • progress files and individual action plans; • individual client records; and • discussions with clients and staff.

2.3 Career Management: How effective are the CIAG services in enabling clients employ effective career decision-making strategies to manage transition and implement an appropriate career plan?

Key Features	**Evidence**
To evaluate this, consider the extent to which client's: 2.3.1 can set themselves realistic and challenging career goals and develop an action plan; 2.3.2 make good use of the range of careers information, including relevant ICT software and labour market information, to inform their action plan; 2.3.3 have in place an action plan with clearly identified specific, measurable, achievable, realistic and time-bound targets; and 2.3.4 implement, monitor and review their action plan.	Sources of evidence include: • career development plans; • action plans; • review records; • work-related learning records; and • record of applications.

SECTION C: QUALITY OF PROVISION FOR CIAG

SECTION Ci: Introduction

This section focuses on the quality of provision for CIAG. It is concerned with the effectiveness of the careers information and the careers advice and guidance provided in enabling clients make effective career decisions. It is also concerned about the extent to which the CIAG provision meets individual, social and economic need and promotes inclusion. In addition it considers the extent to which client's welfare is safeguarded.

The quality indicators are not evenly weighted and should not be used as a checklist; rather they should be seen as integral elements affecting the quality of provision for CIAG, but are set out to help the process of critical analysis and evaluation.

SECTION Cii: Quality of Provision for CIAG: Overview of Key Questions and Quality Indicators

Key Question 3: To evaluate the quality of delivery of the CIAG provision, the following four questions (quality indicators) need to be answered.

3.1 Careers Information: How effective is the careers information provided in enabling clients to make well informed and realistic career decisions?

3.2 Advice and Guidance: How effective is the advice and guidance provided in enabling clients to make well informed and realistic career decisions?

3.3 Diversity and Inclusion: How effective is the organisation in promoting inclusion, to increase participation in education, training and employment and meet the diverse needs of clients?

3.4 Child Protection and Vulnerable Adults: How effective is the organisation in making arrangements to safeguard and promote the welfare and protection of children and vulnerable adults receiving CIAG?

SECTION Ciii: Key Question, Quality Indicators, Key Features and Evidence

Key Question 3: How effective is the quality of the delivery of the CIAG provision?

To evaluate the quality of CIAG services delivered, the following four questions (quality indicators) need to be answered:

3.1 Careers Information: How effective is the careers information provided in enabling clients to make well informed and realistic career decisions?

Key Features	**Evidence**
To evaluate this, consider the extent to which the organisation provides the client with: 3.1.1 an appropriate initial assessment to identify career information need; 3.1.2 good quality careers information to support their career decision making; 3.1.3 details of all relevant opportunities and pathways available locally and nationally in education, training and employment,; 3.1.4 access to careers information resources, (paper and electronic), in a range of formats, suitable for their levels of ability and need; and 3.1.5 up-to-date information about a range of support structures, specialist services and other relevant opportunities.	Sources of evidence include: • range of information resources; • format of information sources; • direct observation; and • clients and staff evaluations.

3.2 Advice and Guidance: How effective is the advice and guidance provided in enabling clients to make well informed and realistic career decisions?

Key Features	**Evidence**
To evaluate this, consider the extent to which the organisation provides the client with: 3.2.1 an appropriate initial assessment to identify the career advice and guidance needs of the client; 3.2.2 access to impartial advice and guidance in a variety of settings and at times which match their needs; 3.2.3 good quality advice and guidance to enable them make well-informed decisions about their future plans and pathways; 3.2.4 additional and sustained advice and guidance if they have a specific need; 3.2.5 referral to specialist support providers, where appropriate; 3.2.6 appropriate support to take responsibility for their action plans; and 3.2.7 a record of the outcomes of the advice and guidance intervention.	Sources of evidence include: • advice and guidance records; • initial assessment tools; • direct observation; • feedback from clients; • records of formal and informal partnerships with external agencies, including specialist support providers; • referral records; • action plans; and • progress reviews.

3.3 Diversity and Inclusion: How effective is the organisation in promoting inclusion, to increase participation in education, training and employment and meet the diverse needs of clients?

Key Features	**Evidence**
To evaluate this, consider the extent to which the organisation: 3.3.1 can clearly identify priority client groups; 3.3.2 can identify the diverse CIAG needs of their client groups; 3.3.3 ensure that the CIAG services are sufficiently tailored to meet client needs and maximise participation in education, training and employment; and 3.3.4 make effective use of partnerships with voluntary and community organisations to ensure the CIAG provision meets the diverse needs of clients vulnerable to exclusion and to promote inclusion.	Sources of evidence include: • management information; • evidence of monitoring and evaluation of service to key client groups; • discussions with clients and staff; • discussions with minority and ethnic groups; • tracking information; • uptake of services by client group; • publicity materials; • records of links with community and voluntary organisations; and • referral arrangements to CIAG services.

3.4 Child Protection and Vulnerable Adults: How effective is the organisation in making arrangements to safeguard and promote the welfare and protection of children and vulnerable adults receiving CIAG?

Key Features	**Evidence**
To evaluate this, consider the extent to which the organisation: 3.4.1 meets legislative requirements; 3.4.2 has established a code of conduct to guide staff in their contact with all clients, and has provided appropriate training; 3.4.3 has clear and effective policies and procedures in place for the protection of children, clients and vulnerable adults, including provision for recruitment and selection of staff and volunteers, (where appropriate); 3.4.4 informs clients and all relevant parties of policies and procedures relating to the protection of children, clients and vulnerable adults; and 3.4.5 has appropriate procedures to deal with complaints of abuse by clients, which identify designated members of staff responsible for issues relating to child protection and the personal safety of vulnerable adults.	Sources of evidence include: • child protection and vulnerable adults policy and procedures; • vetting arrangements; • code of conduct for staff; • information to clients and organisations; • complaints procedure and records; and staff development records.

November 2010 - National Skills Academy for Power Report 2010

The National Skills Academy
POWER

Overview

Led by:

energy&utilityskills

ABB | Alstom Power | Balfour Beatty Utility Solutions | Carillion Utility Services | CE Electric UK | EDF Energy | Enterprise Power Services | E.ON UK | Freedom Group | Morgan Sindall | Morrison Utility Services | National Grid | Scottish & Southern Energy | Scottish Power | Siemens |

THE PRESENTATION WILL COVER

- What is a National Skills Academy
- Why has a National Skills Academy for Power been created
- What is the vision and how will that be delivered
- What is the National Skills Academy for Power structure

2

WHAT IS A NATIONAL SKILLS ACADEMY?

1. Encouraging Excellence
2. Making training relevant
3. Putting employers at the heart of the network
4. Bringing business together
5. Providing specialist training
6. Taking training to more people
7. Improving access
8. Increasing productivity

3

THE SKILLS ACADEMY NETWORK

Construction
Enterprise
Food & Drink Manf.
Hospitality
Manufacturing
Production & Supply
Power
Retail
Sport & Active

Creative & Cultural
Financial Services
Leisure
IT
Materials,
Nuclear
Process Industries
Social Care

Environmental Technologies*
Rail Engineering*

Logistics*

***Business planning stage**

4

The UK Power Sector is facing an issue that potentially threatens the continuity and sustainability of the country's electricity supply

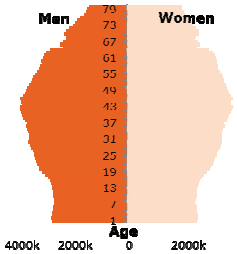
The issue is an imminent shortage of skills

Together we can solve this but we must act now

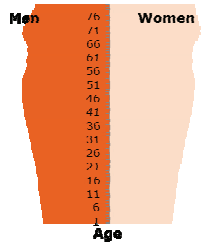
5

WHY A NATIONAL SKILLS ACADEMY FOR POWER?

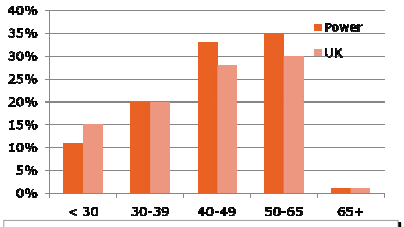
Population by age 2010



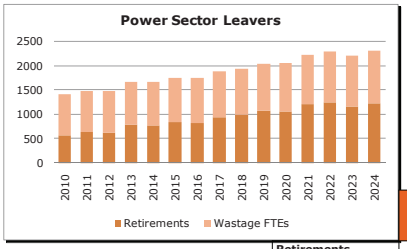
Population by age 2060



Workforce Age profiles



Power Sector Leavers



	No. of leavers to 2014	No. of leavers to 2024
Retirements	3,399	14,005
Wastage FTEs	4,338	14,233
Total	7,737	28,238
% of Workforce	25%	90%

6 6

HOW WILL YOU FILL YOUR MANPOWER/SKILLS SHORTAGES?

Skills Source	Percentage of shortage to be filled from this source
Recruitment from school or university onto a training programme	42%
Upskilling and existing employee	20%
Recruitment of an already skilled craftsperson, technician or engineer	38%

Who from ?

7

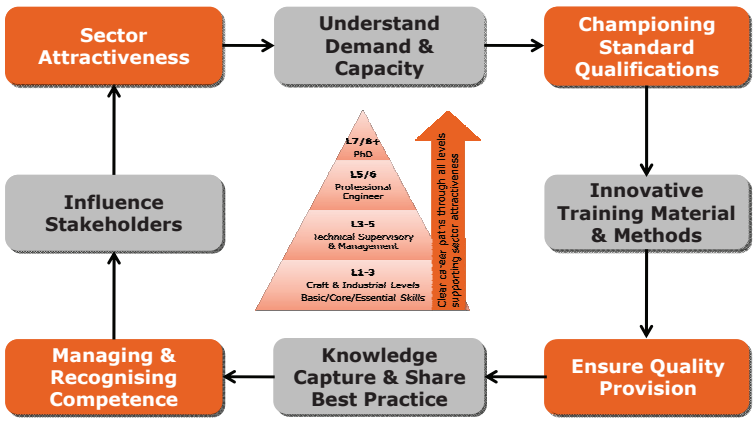
NSAP MISSION & STRATEGIC OBJECTIVES

Through collaboration we will develop the capacity, capability, quality and consistency of training and education to deliver the skills needs of a sustainable UK Power Sector"

- **Transform** the sector, through collaboration
- **Long-term** strategic view
- **Increase** sector attractiveness and diversity
- Build **excellence** and **flexibility**
- Promote **standard** qualifications
- High **quality** education and skills providers
- **Innovative** training approaches
- **Influence** and lobbying

8

NSAP PRODUCTS AND SERVICES



Increasing learner numbers across the Sector to support employer demand for skills

9

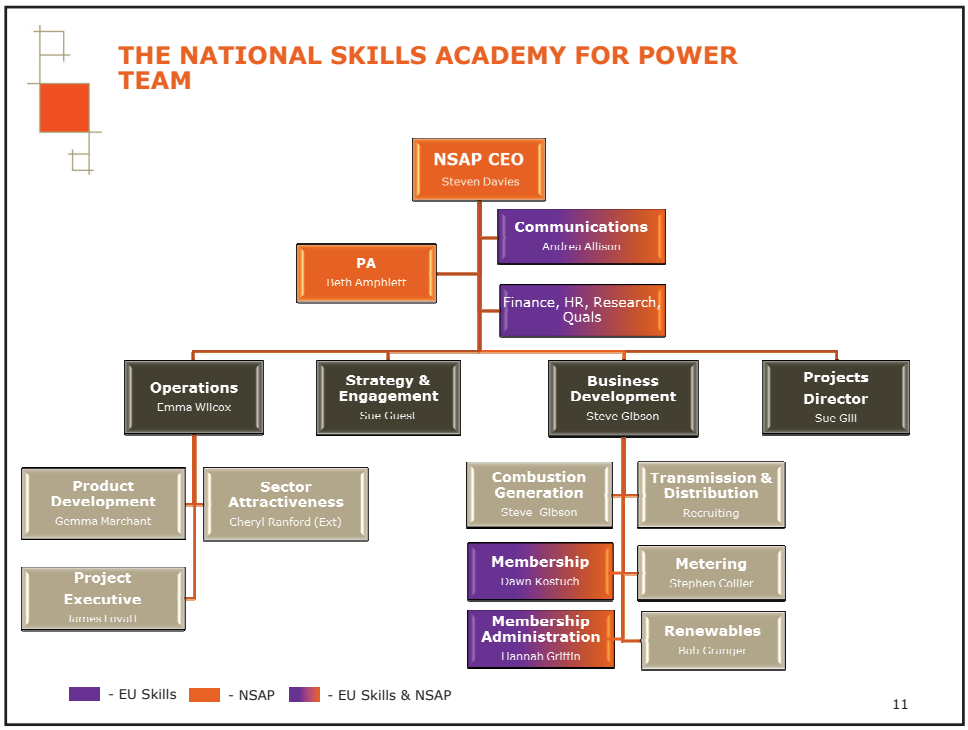
NATIONAL SKILLS ACADEMY FOR POWER SCOPE

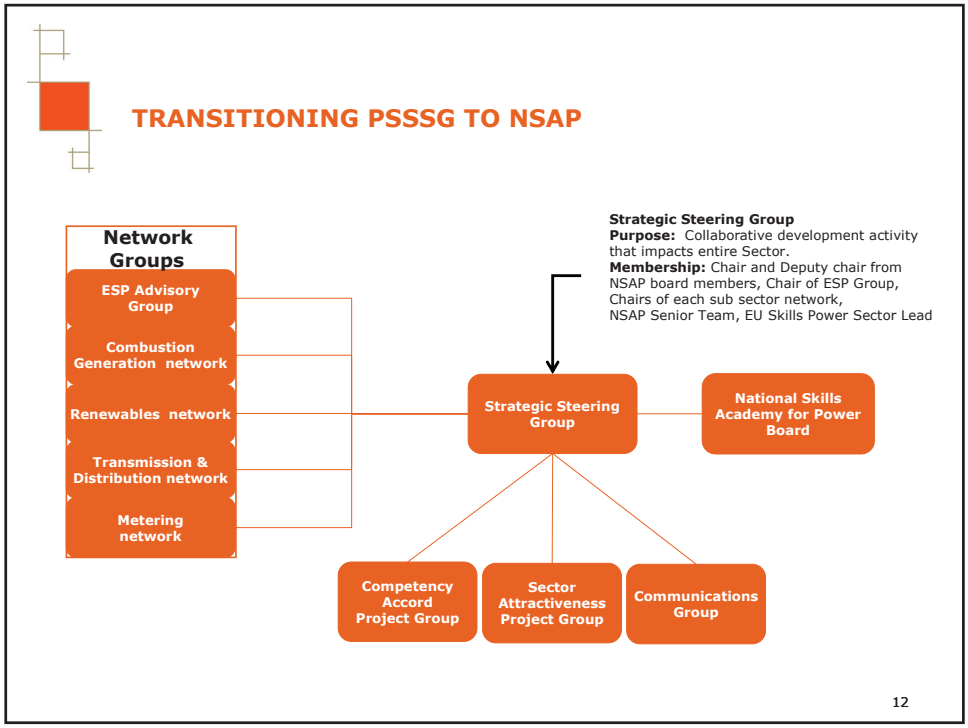
- Combustion Generation
- Distribution & Transmission
- Renewables Generation
- Metering (up to and including the meter)

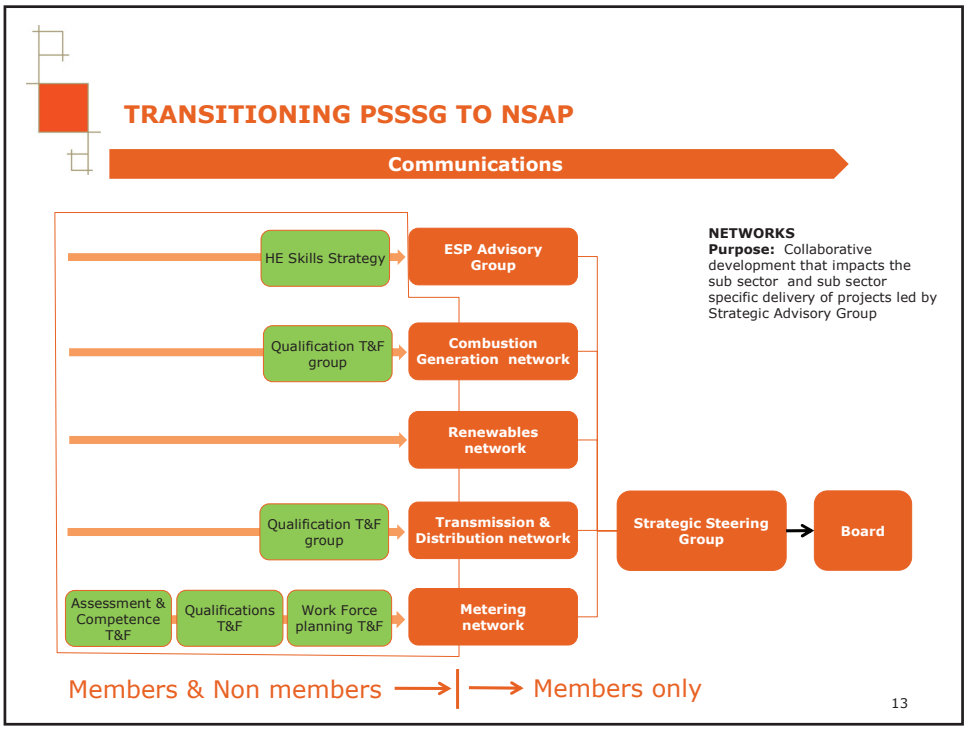
Includes Asset owners, O&M companies, Contractors, Manufacturers & SME's.

- Collaboration On Micro Renewables
- It is not a training provider
- Aligned With NSA Nuclear

10


THE NATIONAL SKILLS ACADEMY FOR POWER TEAM
NSAP CEO
Steven Davies
Communications
Andrea Allison
PA
Beth Amphlett
Finance, HR, Research, Quals
Operations
Emma Wilcox
Strategy & Engagement
Sue Guest
Business Development
Steve Gibson
Projects Director
Sue Gill
Product Development
Gemma Marchant
Sector Attractiveness
Cheryl Ranford (Ext)
Project Executive
James Lovell
Combustion Generation
Steve Gibson
Transmission & Distribution
Recruiting
Membership
Dawn Kostuch
Metering
Stephen Collier
Membership Administration
Hannah Griffin
Renewables
Bob Granger
- EU Skills
- NSAP
- EU Skills & NSAP
11


TRANSITIONING PSSSG TO NSAP
Network Groups
ESP Advisory Group
Combustion Generation network
Renewables network
Transmission & Distribution network
Metering network
Strategic Steering Group
Purpose: Collaborative development activity that impacts entire Sector.
Membership: Chair and Deputy chair from NSAP board members, Chair of ESP Group, Chairs of each sub sector network, NSAP Senior Team, EU Skills Power Sector Lead
Strategic Steering Group
National Skills Academy for Power Board
Competency Accord Project Group
Sector Attractiveness Project Group
Communications Group
12


TRANSITIONING PSSSG TO NSAP
Communications
HE Skills Strategy
ESP Advisory Group
Qualification T&F group
Combustion Generation network
Renewables network
Qualification T&F group
Transmission & Distribution network
Strategic Steering Group
Board
Assessment & Competence T&F
Qualifications T&F
Work Force planning T&F
Metering network
NETWORKS
Purpose: Collaborative development that impacts the sub sector and sub sector specific delivery of projects led by Strategic Advisory Group
Members & Non members
Members only
13

carillion
Balfour Beatty Utility Solutions
MORGAN SINDALL
Enterprise
maintaining the infrastructure of the UK
MORRISON Utility Services
FREEDOM
nationalgrid
EDF ENERGY
We would love to add your name here?
e·on
Scottish and Southern Energy
SCOTTISHPOWER
ABB
CE Electric UK
ALSTOM
MAINSTREAM RENEWABLE POWER
SIEMENS
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The National Skills Academy
POWER

March 2011 - Preparing for Success - Implementation Report March 2011

Preparing for Success Implementation Report March 2011

Introduction

Preparing for Success, the Careers Education, Information, Advice and Guidance Strategy (CEIAG) and Implementation Plan, was published jointly by the Department of Education (DE) and the Department for Employment and Learning (DEL) in January 2009. Its aim is "to develop effective career decision makers leading to increased and appropriate participation in education, training and employment" and to support DE's Revised Curriculum including the Entitlement Framework policies and DEL's Success through Skills – The Skills Strategy for Northern Ireland.

The strategy's implementation plan has been developed around 5 key themes which are:

- Improving careers education;
- Improving access to careers information;
- Improving careers advice and guidance;
- Improving quality;
- Improving professional development.

While a formal review of the strategy is planned for 2014, the purpose of this document is to provide a short summary, giving a snapshot of progress, on each of the actions listed under the 5 key themes. The actions cross refer to the key elements of the strategy

To read the full strategy and implementation plan please go to http://www.delni.gov.uk/es/ceiag_pfs.pdf or http://www.deni.gov.uk/ceiag_pfs-2.pdf.

Improving Careers Education

Action 1

Establish a CEIAG Steering Group to oversee implementation and evaluation of the strategy.

Achieved: A Steering group, co-chaired by the lead directors in DEL and DE, which comprises representatives from DETI, Business Alliance and the Education Inspectorate, has been established and meets biannually to oversee the implementation and evaluation of the strategy. For a full list of the membership please see Annex A.

Action 2

DE and DEL to commission a review of CEIAG in 2014.

A formal review of the strategy is planned for 2014.

Action 3

DE to publish CEIAG Map and Guide and issue to all schools, FE Colleges and training organisations by January 2009

Achieved: The Map and Guide were issued to all schools, FE colleges and training organisations in January 2009. The feedback from schools has been very positive and has heightened importance of leadership of careers in schools. ETI evidence shows that, where CEIAG provision is good or better, the schools have used the CEIAG map and guide to develop holistic CEIAG programmes.

Action 4

By March 2009, establish a Business Engagement Working Group to support schools and colleges in the provision of work-related learning.

In Progress: The main focus of the Business Engagement Group was envisaged as building on existing careers links between education and business through a more formalised structure. Business Alliance and DE have taken some time to explore how this can best be achieved in a way that also secures consensus across the business community. As a result of this engagement, DE is planning a series of engagements with business representative bodies to provide them with an insight into the business education work currently undertaken in the school sector. That engagement should afford opportunities to explore in more detail the views of business on careers education and to identify how best the business community can play a greater role in careers education within schools.

Action 5

Maintain funding for employability and work related learning initiatives to March 2010.

Achieved: Over 100,000 school age learners each year are now participating in employability and work related learning programmes which aim to promote creativity and innovation; introduce young people to the world of business and entrepreneurship; and provide opportunities to stimulate new ideas and thinking. These include: work experience placements; careers conventions, competitions; exhibitions and celebrations of excellence; and STEM (science, technology, engineering and mathematics) specific programmes.

Action 6

Implement the STEM Careers action plan by April 2009.

Achieved: A joint Education and Library Board (ELB) STEM Careers Education, Information, Advice and Guidance (CEIAG) Action Plan, funded by DE, was put in place and the findings of the first year of implementation are now been built upon. Achievements include:

- 3 engineering focused interactive conferences, attended by STEM subject and CEIAG teachers, were held during February and March 2011 which included engineering company visits as part of the programme;
- In-service Training delivered on STEM CEAIG Toolkit;
- Increasing numbers of schools have established a STEM/CEIAG Team;
- STEM brochure 'What is STEM' produced and issued to all post primary schools;
- 'Why STEM' DVD produced and circulated to all schools; and
- All Area Learning Communities (ALCs) have developed Implementation Plans which include targets for STEM CEIAG.

The implementation of the action plan was evaluated by the Education & Training Inspectorate (ETI) and an evaluation report issued in July 2010. This included a number of recommendations for improvement Which the ELBs are working to address.

Improving Access to Careers Information

Action 7

Appoint an information champion in the Careers Service to develop quality and accessibility of labour market information and ensure that careers staff are appropriately trained by December 2009.

Achieved: An information champion has been appointed and the aim is to work with the Department's Analytical Services team, the Sector Skills Councils, Careers Advisers and clients to maintain and develop appropriate, up to date Labour Market Information (LMI) and to ensure that this is easily accessible by clients.

The main achievement to date has been the development of Industry Factsheets. These were developed in conjunction with the 25 Sector Skills Councils and were launched in July 2009. The Factsheets provide information on job prospects, relevant skills and entry requirements as well as highlighting opportunities and are available on the Careers Service website: http://www.careersserviceni.com/NR/exeres/B6C67545-136B-4223-A9AE-A68D150C11F3,frameless.htm?NRMODE=Published. The information is currently being refreshed and an updated version will be available by summer 2011.

All Careers Advisers have been trained in the effective use of LMI in the guidance process and the team has participated in a number of events to raise awareness of the Industry Factsheets with ELB advisers and teachers and the Factsheets are now used extensively in schools.

Action 8

To develop a Careers Information hub to improve access to up-to-date labour market information by September 2010.

In Progress: The Careers Service website www.careersserviceni.com provides the main hub for access to careers information in Northern Ireland. The website is also linked to NIdirect, the official government website for Northern Ireland citizens and careers information can be found on the employment section of the site www.nidirect.gov.uk. The Industry Factsheets mentioned above are now available on the Careers Service website together with a wide range of occupational information and links to other relevant websites relating to education, training and employment.

Since the publication of "Preparing for Success" there has been increased interest across the UK in developing a multi-channel approach to the delivery of Careers Information, Advice and Guidance (CIAG). This is partly driven by the need for effective utilisation of resources and also by the need to meet customer expectations in relation to accessibility and the use of available technology. Work is ongoing to refresh the design and content of the Careers Service website and discussions are continuing with NIdirect and officials in England, Scotland and Wales to develop the use of other technologies.

Improving Careers Advice and Guidance

Action 9

By September 2009, the Careers Service to recruit additional careers advisers to address the need for increased CIAG at Year 10.

Achieved: To support the implementation of the strategy, DEL agreed to increase the number of qualified careers advisers from 82 to 105. Since "Preparing for Success" was initiated the Department has recruited 39 new careers advisers to fill the new posts and vacancies created by staff movement. The total number of careers advisers in post is now 104 (full time equivalent).

Year 10 is an important decision point for young people in terms of making course choices. It is important that they make informed decisions against potential future study and career options. Keeping options open, particularly in relation to STEM choices is extremely important. The increase in the number of careers advisers has now created capacity to provide impartial support to Year 10 pupils at this critical stage in the career decision process. This service is now offered as a key option on the menu of services available within the Partnership Agreement between the Careers Service and individual post primary schools as detailed below.

Action 10

By September 2009, establish effective partnerships between all post primary schools, further education, training and apprenticeship providers and the Careers Service to ensure delivery of high quality, impartial careers advice and guidance to young people.

In Progress: The partnership model of careers guidance provision was endorsed by the strategy as the preferred model of provision for young people. This means that, schools, colleges and training organisations take responsibility for providing careers education and an external agency (the Careers Service) takes responsibility for providing impartial careers advice and guidance.

In line with proposals in "Preparing for Success", the Careers Service has worked closely with DE, ELBs, ETI and schools to develop new effective partnership arrangements. In year 1, this took the form of a refinement of the previous working arrangements but in year 2 a more fundamental review resulted in the development of a new Partnership Agreement which was introduced in September 2010. Partnership Agreements are now in place with 99% of post primary schools.

The aim of the agreement is to provide a framework to ensure all learners in post primary education have access to high quality and impartial Careers Education, Information, Advice and Guidance and to enable young people to become effective career decision makers.

This partnership agreement model has created the basis for the development of similar partnership agreements to meet the careers guidance needs of young people in FE and training. Work is progressing to develop a partnership agreement to support the new Training for Success and Apprenticeship contracts. Discussions have taken place on shared working arrangements to revise and jointly agree more formalised Partnership Agreements with FE. This work will progress further in 2011 in consultation with relevant stakeholders.

Action 11

Establish appropriate facilities for the delivery of Careers Information, Advice and Guidance to young people and adults by March 2013.

In Progress: The Careers Service has tested a new Careers Resource Centre model of delivery, in Belfast and Londonderry, offering drop in careers guidance services and free internet access for careers research purposes. External review by the International Centre for Guidance Studies at University of Derby endorsed the approach and recommended that the model be adopted and extended into other geographical areas and that each "new" centre should establish the facilities and resources to achieve outreach activities whereby the Careers Resource Centre is the "hub" providing support to a series of "satellites". The DEL Board has accepted these recommendations in principle but before progressing roll-out in full, the model will be further tested in areas with a more rural population. Work is in progress to establish Careers Resource Centres in Dungannon and Ballymena. In addition, work is ongoing to improve the customer environment for Careers Service customers in Jobs and Benefits Offices.

Action 12

Develop CEIAG parental support package by December 2010.

IN PROGRESS: Parents have a vital role in supporting young people to make appropriate career decisions and it is important that they are aware of the range of options and that they know how to access the professional guidance services available. There has been some progress in this area in the development of a parental guide to support the Industry Factsheets. The Careers Service has also set up links with the Parent Advice Centres in Belfast and the North West and is working closely with Netmums, a website to support parents and facilitate the posting of information from relevant professional organisations. Plans are in place to have a Careers Service link and a careers information update on the Netmums website.

During the year DE has written to schools proposing that they make parents aware of the partnership arrangement which formalises the arrangements with the Careers Service. In addition the Careers Service has issued a number of articles to the press and through the NICS intranet alerting parents to relevant services eg University Careers Event and Post Results Service.

Further work in this area is a priority for 2011/12.

Action 13

By 2010 to have in place effective provision of CIAG for young people and adults vulnerable to social exclusion.

In Progress: The Careers Service provides a universal information, advice and guidance service to clients of all ages including those vulnerable to social exclusion. Staff participate in continuous professional development and have received awareness training in a range of disabilities and barriers to employment.

Partnership arrangements are in place with a range of organisations including Health and Social Care Trusts, who act as advocates for young people, to ensure that referral arrangements are in place to provide easy access to careers guidance services. The partnership agreement between the Careers Service and Include Youth resulted in the achievement of a National Careers Award for work focusing on social inclusion, in November 2011. A Service Level Agreement is also in place with the Educational Guidance Service for Adults (EGSA) (see action 14) to provide support for adults in Neighbourhood Renewal Areas and adults facing redundancy.

The Careers Service is continually working to improve service and is currently carrying out two projects relating to services for young people and adults vulnerable to social exclusion. One project is researching careers guidance service delivery for young people and adults with a disability and the other careers guidance service delivery for people with other barriers. The projects are due to report in June 2011 and will include a review of current practice within Northern Ireland, other parts of the UK and South of Ireland and will present recommendations to build on the strengths of current practice.

The Careers Service has also been closely involved in the preparation of the consultation on Young People Not in Education Training or Employment and this will be further developed in 2011/12.

Action 14

By September 2009, to have procured effective provision to support DEL in the delivery of adult guidance services.

Achieved: During 2009/10, the Department commissioned a review of the delivery of adult careers guidance services with the aim of clarifying services and ensuring value for money.

The review concluded that the Department should outsource redundancy counselling and community networking and partnering aspects of careers guidance services to EGSA on a formal contractual basis. A 3 year Service Level Agreement is now in place..

The Careers Service provides careers guidance services to all other adult clients. Promotional work to raise awareness of the availability of adult careers guidance services is ongoing. The Careers Service is also working closely with the Employment Service to strengthen referral arrangements and ensure that unemployed adults receive appropriate support to make informed choices and progress into work. The number of Careers Service adult interviews has increased from 3,506 in 2009/10 to 8,677 in 2010/11.

Improving Quality

Action 15

Agreed ETI Quality Standards to be adopted on publication in January 2009.

In Progress: The ETI Quality Indicators for Careers Education Information Advice and Guidance issued to schools and colleges and training organisations in 2010. In addition, Quality Indicators for Careers Information, Advice and Guidance were shared with the Careers Service.

Schools and colleges have adopted the standards and work is ongoing to introduce the standards as part of the new contracts for Training for Success and Apprenticeships NI.

The Careers Service is currently piloting the ETI Quality Standards in two operational units on a self assessment basis.

Since the publication of “Preparing for Success”, the Matrix Standard, which is the externally assessed, UK national standard for the delivery of information, advice and guidance has been revised. The Careers Service has committed to work towards the accreditation of all standalone facilities by March 2013. The Careers Resource Centre in Londonderry is due for reassessment against the Matrix Standard in May 2011. Following reassessment a comparison will be made with the ETI standards and a decision made on the adoption of appropriate quality standards across the Careers Service.

Action 16

Impact measures and performance indicators to be developed by March 2010

In Progress: ETI reported on CEIAG in 4 post primary schools in 2009-10. Since September 2010, ETI have inspected and reported on the quality of CEIAG on all post primary inspections and to date 23 post primary schools have been inspected during 2010-11. In September 2011 ETI carried out a district Inspection focus on CEIAG in 8 special schools. ETI also have a dedicated CEIAG focus in all Further Education and Training Inspections. ETI continue to build capacity for self evaluation of CEIAG in schools, colleges and training organisations through organisational visits and inspection activities.

All post primary inspections since April 2010 have included CEIAG as a focus. In addition the special education team worked on careers and transition planning as part of their district week focus. The quality of work in CEIAG evaluated in this period was satisfactory in a minority of schools, good to very good in a majority of schools and one school was found to be outstanding. It will be important to secure more coverage of additional schools to identify emerging trends and themes more definitively.

Nevertheless in those schools evaluated to date as good to outstanding a number of common features are evident. These include significant commitment by senior management and a careers team to whole school development of the CEIAG agenda, and a clear strategic vision driven by sound knowledge of the pupils’ needs. Rigorous monitoring and evaluation

of practice was always evident in the very good to outstanding practice, often guided by well trained CEIAG practitioners who referred to the CEIAG quality indicators and other self evaluation tools. Links with employers, local communities and further and higher education providers were well developed in these schools. In addition good links with the DEL Careers Service supplemented and extended the range of information, advice and guidance provided for pupils. In the best practice pupils were given a coherent, supportive and well resourced programme with a strong focus on progressive skills development and on decision making at key transition points. These schools display a sound knowledge of their pupils and systematically monitor their aptitudes and interests. This is particularly evident in the special school sector where teachers pay very good attention to tailoring the CEIAG programme to meet individual needs which are often significant and challenging.

In those schools where CEIAG is seen as satisfactory it is often the case that CEIAG teachers work without strong strategic guidance from management and often their programme lacks coherence and support across the school. They are not well supported by discreet allocation of time to teach the subject nor do they have time to monitor and evaluate provision. In these schools a more coherent programme is needed to avoid aspects of curricular duplication and to ensure overlap across the school is minimised.

The Careers Service published an Annual Report in 2008/09 and 2009/10 setting out activities, customer satisfaction and key achievements. The most recent report is available on http://www.careersserviceni.com/Cultures/en-GB/CareerService/Publications/

At a European level the Careers Service is participating as part of the UK team in the European Lifelong Guidance Policy Network with a particular interest in the Quality and Impact work. The work from 2008 -10 resulted in the development of an outline quality and impact framework which will be tested and evaluated in 2011-12.

In addition the Careers Service has undertaken a project to define impact measures specific to the Careers Service. The project is due to report at the end of June 2011.

Improving Professional Development

Action 17

Effective qualification and CDP frameworks to be developed for all involved in CEIAG by March 2013.

In Progress: The Careers Service and the Northern Ireland Schools and Colleges Careers Association (NISCA) represent Northern Ireland on the Lifelong Learning UK (LLUK) Careers Constituency Panel. New National Occupational Standards and a Qualifications Strategy for organisations that deliver guidance as a primary function have now been developed.

As a commitment to professionalism and continuous professional development (CPD), DEL has agreed to support all Careers Service managers and advisers to be members of the Institute of Careers Guidance (ICG). Members are required to agree to the ICG code of ethics and they receive regular updates on careers information and guidance activities and have access to training events.

The Careers Service has also run a series of CPD events to update careers advisers in relation to skills and LMI. In addition, staff are facilitated to attend appropriate development events and 6 careers advisers are currently receiving support under DEL's Assistance to Study scheme, to complete an MSc in Careers Guidance.

Accredited training for careers support staff has been identified as a key development need and NVQ level 3 training is due to commence in May 2011.

The important role that teachers and in particular the careers teachers play in the designing and delivery of the CEIAG programme is recognised. DE is currently scoping the extent to which CPD opportunities exist and are available for teachers. Consideration will be given to specific development opportunities to meet the needs of staff to inform the provision of a coherent and professional development programme.

Action 18

A forum of delivery partners to be established by September 2009.

In Progress: The strategy highlights the need to "continually engage with the CEIAG community to deepen understanding of the nature of the client base and the type of services provided, to exchange information on developments within the sector and to share best practice."

Since the strategy was launched there have been a number of developments in the careers guidance sector across the UK. A Careers Profession Taskforce report was published in October 2010[1] and a new Careers Professional Alliance (CPA) has been established to develop and promote a code of ethical principles and professional standards across the UK to which all careers professionals should work. The CPA comprises 6 careers professional associations and details are shown at Annex B. The establishment of a local CEIAG Forum has been put on hold pending developments at a national level.

Relationships have been strengthened amongst the Careers Service, NISCA and the ICG and following successful Annual Conferences in autumn 2010, the CEIAG Steering Group has been considering effective and efficient ways of engaging with the sector and disseminating good practice on a wider scale. As a first step DE and DEL will organise dissemination events focusing on relevant key issues. The first of these events "Education and Career Decisions – Routes to Employment and Social Engagement" Conference will be held in Greenmount, on 1 June 2011 and is aimed primarily at school leaders. It is proposed that the learning from this event will inform plans to develop an annual careers stakeholder event in Northern Ireland.

Case Studies of Effective CEIAG

Careers Service Case Study – Life-changing progress through assistance of careers adviser and the MAPS assessment tool.

Background

MAPS (Measuring Attitude, Aptitude and Personal Style) is an assessment tool aimed at engaging and motivating individuals facing significant barriers to successfully participate in education, training, or employment. Careers Advisers have been trained to administer the Personality module (PSI) and provide feedback. This module has a wide range of potential uses, from exploring and understanding personality through to providing helpful indicators of learning preferences and possible career choices. It builds rapport and understanding between the client and the Careers Adviser whereby the client is helped to identify and 'own' their problems, taking responsibility for choices they make.

Two Careers Service clients received national bursary awards, at the ICG National Careers Awards in February 2011 for progress based on the MAPS assessment tool. The work exhibited reflects the Careers Service all age client profile. It also showcases success in working with clients who are vulnerable to, or at risk of social exclusion and clients who are entrepreneurial and interested in self employment outcomes.

1 Towards a Strong Careers Profession available to download http://www.education.gov.uk/publications/standard/publicationdetail/page1/DFE-00550-2010

The MAPS Bursary is awarded to two people each year who best demonstrate life-changing progress through the assistance they have received from their Adviser using MAPS.

Bursary Winner - Kirsty (Year 13 student)

Following successful GCSE results, Kirsty had just started in Year 13 and was considering leaving school as she had concerns about how successful she would be in her A-Level exams. The school contacted the DEL Careers Adviser, and he subsequently administered the MAPS tool. In Kristy's opinion, completing the MAPS tool and receiving the results, alongside the provision of impartial careers information, advice and guidance, transformed her thinking about her ability, skills, qualities and career aspirations. She felt it was a turning point that gave her the confidence and self belief to pursue her career pathway. Kirsty stated "Doing MAPS and talking to the Careers Service made a great difference to me. The exercise really got me thinking about where I was, where I wanted to be and what I wanted out of life. It highlighted my true desires, underlined the skills and qualities that I actually have, and gave me the confidence to pursue my dreams. I would encourage anyone thinking about their career, to get in contact with the Careers Service."

Kirsty subsequently decided to stay on at school and complete her A-Levels and has applied to studying nursing.

Bursary Winner – Angela (Adult client)

In 2010 Angela spoke to a Careers Adviser regarding her career options as she had found herself undecided about her career pathway. Angela had always wanted to have her own business but the timing had never seemed quite right. The Careers Adviser discussed experiences of work both positive and negative, transferable skills, strengths and weaknesses, interests outside of work, and career aspirations with Angela. She provided careers information, advice and guidance on the various options available to Angela and also administered the MAPS tool. Angela found the careers advice to be excellent and considered the MAPS tool to be invaluable, as it gave her a better insight into herself and the types of careers to which she would be best suited.

Angela stated "It was a real starting point for me and left me much to think about. Since that meeting I went on to complete a business start-up programme and eventually take the plunge and start up my own business 'Cashmere Candles' - a manufacturing and distribution company selling luxury scented candles. Business is going quite well even in this economic environment and I have quite a number of shops in the North who now retail my candles."

School Case Studies

The following case studies provide examples of good practice in post primary schools. In both cases an effective partnership agreement has been negotiated between the school and the Careers Service and is regularly reviewed.

An Effective School CEIAG Model

In a large, rural, all-boys, maintained voluntary grammar school where the quality of the provision for CEIAG is very good, there is a significant commitment by senior management to a coherent, supportive and well-resourced programme of employability and careers provision throughout the school. There is a strong focus, beginning in Year 8, on the progressive development of the pupils' skills and personal qualities to make informed, sensible and realistic decisions at key transition points.

The provision is led and managed very effectively; the head of careers is enthusiastic, forward-thinking and reflective and has developed a strong department. Good links have been established with an extensive range of appropriate external organisations, which are used to good effect. The careers teachers know all of the pupils very well; they monitor, record and

analyse systematically their aptitudes, interests, aspirations and progress. As a result, the pupils benefit from high quality careers advice and guidance and have a good understanding of the world of work and of the education, training and employment opportunities that are available locally and further afield. The post-16 pupils are particularly well supported through effective timetabled provision, relevant work experience placements, good access to careers teachers on an individual basis and very good guidance and preparation for university applications and associated interviews. The extensive, collective planning for the CEIAG provision leads to consistently good classroom experiences for the pupils; the quality of the teaching in careers and employability is very good and the needs of the pupils are very well met.

The school provides the pupils and their parents with an excellent range and quality of documentation to inform their choices at the key transition stages. The school has recognised the need to evolve the use of a virtual learning environment to extend the range and variety of the experiences available to the pupils.

Developing CEIAG through the Area Learning Community

In a large, West Belfast, non-selective, maintained 11 – 18 post primary school where the overall quality of the CEIAG is very good, the Principal, supported by the head of faculty and the head of careers has a strategic vision for the provision of high quality CEIAG. The school is an active member of the local Area Learning Community and as a result of this effective collaboration, a common policy has been developed to guide consistently the future development of CEIAG in each of the participating schools.

The well-integrated, pupil centred curricular programmes for CEIAG provide very good opportunities at KS3 and 4, for the pupils to learn about the world of work and to make informed career choices. The school, through the commitment, diligence and enthusiasm of the careers staff, has established wide-ranging links with a variety of business and industry partners as well as with further and higher education providers. In addition, all pupils have access to DEL's Careers Advisers and to individual careers advice and guidance interviews, particularly at key transition stages. At post-16 classes are well planned, co-ordinated and delivered effectively by the designated teaching staff.

As a consequence of a recent whole school CEIAG staff development session, all subject departments have audited schemes of work and identified appropriate opportunities for the further development of careers, including increasing the emphasis on STEM. This very good practice is impacting positively on the pupils' wider educational experiences.

Summary and Key Challenges

"Preparing for Success" has the benefit of focusing on all age provision and ownership by DE and DEL, the departments responsible for education, employment and skills.

Since the launch of the strategy in January 2009 the economic picture has changed substantially and the need for effective careers education, information advice and guidance has become even more critical for both young people and adults. The approach to careers guidance is changing in the other devolved administrations with more emphasis on an all age approach and more emphasis on the use of technology for service delivery.

There has been substantial progress in the past two years with improvement in business engagement and work related learning; improvements in CEIAG relating to STEM subjects and careers; the availability of more coherent and accessible LMI; improved partnership arrangements between schools and the Careers Service for the delivery of impartial careers, information advice and guidance; improved facilities and increased uptake by adult clients. There has also been progress in adopting ETI quality standards and exploring other externally evaluated standards and the development of appropriate qualifications for people working in the careers sector.

In the coming year we will continue implementation against all the agreed actions. The key challenges will be in relation to the continued development of business engagement and work related learning against a backdrop of economic uncertainty. There is a particular challenge in promoting a culture of expectation and aspiration among pupils, their families and community and to recognise the value of education. The Executive's objective to grow, rebalance and rebuild the economy here requires that pupils be given the opportunity to develop the knowledge attitudes and skills essential for our future wealth creators, entrepreneurs, employers and employees. Often have been steered away from careers in the private sector or in self employment towards, a now shrinking, public sector. The importance of high quality careers education, information, advice and guidance in our increasingly globalised world will allow them to respond positively and flexibly in a fast changing workplace.

The development of a multichannel approach to the delivery of services; the further development of effective Careers Resource Centres to meet the needs of young people and the increasing number of adult clients; and the development of approaches to ensure that parents are fully engaged and informed about the CEIAG opportunities available.

DE and DEL remain committed to the vision set out in "Preparing for Success" and are committed to its continued implementation.

Annex A

CEIAG Steering Group Members

Nuala Kerr (co-chair)	Director Skills and Industry Division	DEL
Katrina Godfrey (co-chair)	Director of Curriculum, Standards and Qualifications	DE
Judith Shaw	Head of Careers Policy and Strategy	DEL
Frances O'Hara	Head of Careers Service Operations	DEL
Harriett Ferguson	Head of FE 14-19 Policy	DEL
Dorina Edgar	Head of 14-19 Curriculum Entitlement Team	DE
Russell Welsh	Curriculum Development Team	DE
Mark Pinkerton	Economic Strategy Unit	DETI
Sam McAvoy	Inspector-Special Educational Needs	ETI

Deirdre Gillespie	Managing inspector	ETI
Gordon Parkes	Northern Ireland Business Alliance	

Annex B

Careers Profession Alliance – Member Organisations

ACEG	Association of Careers Education and Guidance
AGCAS	Association of Graduate Careers Advisory Services
NAEGA	National Association for Educational Guidance for Adults
ICG	Institute of Careers Guidance
ACP	International Association of Careers Professionals International
NISCA	Northern Ireland Schools and Colleges Careers Association

Glossary of Terms

ALC	Area Learning Community
CEIAG	Careers Education, Information, Advice and Guidance
CIAG	Careers Information, Advice and Guidance
CPA	Careers Profession Alliance
CPD	Continuous Professional Development
DE	Department of Education
DEL	Department for Employment and Learning
EGSA	Educational Guidance Service for Adults
ELB	Education and Library Board
ETI	Education and Training Inspectorate
ICG	Institute of Careers Guidance
LLUK	Lifelong Learning UK
LLW	Learning for Life and Work
LMI	Labour Market Information
STEM	Science, technology, engineering and mathematics
MAPS	Measuring Attitude, Aptitude and Personal Style
NISCA	Northern Ireland Schools and Colleges Careers Association
PSI	Personality Style Indicators

January 2012 - RaISE - The Invisible Hand -
A Review of the Northern Ireland Career Service

26 January 2012

Eóin Murphy

The Invisible Hand - A Review of the Northern Ireland Career Service

NIAR 756-2011

This paper examines the economics behind careers guidance and the Northern Ireland Careers Service, including the recent Preparing for Success Strategy.

Research and Information Service briefings are compiled for the benefit of MLAs and their support staff. Authors are available to discuss the contents of these papers with Members and their staff but cannot advise members of the general public. We do, however, welcome written evidence that relate to our papers and these should be sent to the Research and Information Service, Northern Ireland Assembly, Room 139, Parliament Buildings, Belfast BT4 3XX or e-mailed to RLS@niassembly.gov.uk

Key Points

- Effective careers guidance is becoming increasingly important as education opportunities grow and careers diversify;
- Since the beginning of the 20th Century careers guidance has been a concern for governments as an attempt to use a systematic method to help young people choose a career path;
- Watt (2009) states that careers guidance is both a public and private sector good and impacts on the individual, organisation and society;
- Watt goes on to state that careers guidance operates like Adam Smith's 'invisible hand' whereby it provides informed guidance and advice to individuals seeking employment and matching this against future labour market needs;
- Individual benefits of careers guidance includes motivational change, enhanced learning outcomes and increased participation in learning;
- Organisational benefits include increased employment and improved staff morale;
- Social benefits include an improved economy, reductions in health care costs and reductions in crime;
- The Northern Ireland Careers Service provides an all age careers information advice and guidance service;
- It employs 171 people including 114 professionally qualified Careers Advisors and in 2010/11 had 163,186 interventions with clients;
- Careers Advisers provided a tailored service for clients and facilitates decision making for education, employment, training and career changes;
- The careers strategy for Northern Ireland was published in 2009 and is a joint document between the Department for Employment and Learning and the Department of Education;
- It identified five themes for the NI Careers Service:
  - Improving careers education;
  - Improving access to careers information;
  - Improving the provision of careers advice and guidance;
  - Improving quality; and
  - Improving professional development.
- A strategy Implementation Report published in March 2011 identified that whilst some actions had been completed a number remained outstanding.

Executive Summary

1.1 Introduction

The following paper discusses the economics behind Careers Education, Information, Advice and Guidance (CEIAG) and discusses the careers service in Northern Ireland, including its current operation and future goals.

1.2 The Economics of CEIAG

CEIAG is becoming increasingly important as education opportunities grow and careers themselves diversify. Effective CEIAG can help individuals make informed choices, especially as the era of one job for life has ended. This in turn benefits employers and society via having an appropriately qualified labour pool and the subsequent knock on effects on the economy.

Watt argues that, in terms of the labour market, an effective careers service acts as an invisible hand through providing informed guidance and advice to individuals seeking employment in certain industries and matching this against future labour market needs.

> *In this sense, it has been suggested, career guidance services could represent Smith's 'invisible hand' made flesh[1].*

Through a review of the DENI Preparing for Success - A guide to developing effective career decision makers (which includes a map of learning opportunities for ages 4 – 19) and the Primary School Curriculum for Key Stages 1 and 2[2], it appears that careers education is included within a learning area (Personal development and mutual understanding).

For post-primary schools, CEIAG:

> *is normally provided through discrete career lessons and activities. However, every learning pathway can make a helpful contribution to the CEIAG provision. To ensure learners benefit form these cross curricular career learning experiences it is essential that links to the curriculum be clear.*

Individual benefits of CEIAG include motivational change, enhanced learning outcomes and increased participation in learning. Organisational benefits include increased employment and improved staff morale. Societal benefits include an improved economy, reductions in health care costs and reductions in crime.

1.3 The Northern Ireland Careers Service

As stated in its 2010/11 Annual Report[3]:

> *The Careers Service provides an impartial, all-age careers information, advice and guidance service to clients throughout Northern Ireland. This service is available to everyone whether they are employed, unemployed, in training or in education; including students in schools and further and higher education.*

The Service employs 171 people, with 158 FTE posts. Of these, 114 employees were Careers Advisers (104.35 FTE). The Careers Service is divided into two branches: Careers Policy and Strategy; and Careers Service Operations.

The Careers Service is accessible by all age groups, although it is targeted at a post key stage 3 level, with the Department for Education implementing a curriculum that begins careers education (albeit at a very basic level) from age 4.

1 OECD, Watts A.G. September 2009, The Relationship of Career Guidance to VET

2 CCEA, The Northern Ireland Curriculum – Primary

3 Department for Employment and Learning, Northern Ireland Careers Service, Annual Report 2010/11

Published in 2009, the *Preparing for Success – careers education, information and guidance* report[4] provided a strategy and implementation plan for the future development of the careers service in Northern Ireland.

The strategy had the overall aim to develop effective career decision makers leading to increased and appropriate participation in education, training and employment. This will include:

- Enabling young people to develop the skills to be able to make informed decisions about their education, training and employment options;
- Providing young people with opportunities and experience to develop the essential employability and life skills in order to become effective citizens and employees; and
- Setting in place a framework to ensure people of all ages have access to good quality CEIAG so that they are able to make informed choices and achieve their potential.

The strategy has five themes with 18 key actions in order to ensure its delivery.

In the strategy's conclusion it is stated that:

> *The provision of careers education, information, advice and guidance services for young people and adults is not as good as it could be. The approach to CEIAG has been inconsistent; careers information and facilities are variable; and there have been inconsistencies in the qualifications, training and competence of staff involved in the provision of CEIAG services.*

1.4 Summary

The Northern Ireland Careers Service has undergone a number of changes in the last few years, adopting a model similar to that recommended by the OECD.

The Preparing for Success strategy acknowledges that the provision of careers advice in NI is not as good as it could be and undertakes a commitment to improve the service. The 2011 Implementation report highlights that a number of actions have since been completed, although a number of key actions due to be completed prior to this date are still ongoing.

The Strategy as implemented however should have a positive impact on the career planning of young people still in the education system and on adults who are in the labour market, especially with the increased availability of services such as one to one career guidance interviews, Labour Market Information factsheets and services such as career matching and support in decision making.

4 Department for Employment and Learning and the Department for Education, 2009 Preparing for Success – Careers Education, Information and Guidance

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4 The Northern Ireland Careers Service

4.1 Preparing for Success

5 Summary

2 Introduction

The Careers Service Northern Ireland is part of the Skills and Industry division of the Department for Employment and Learning.

The Services main aim is:

> *To deliver an effective, impartial and professional careers service to help people realise their career aspirations, enabling them to contribute positively to their community and the Northern Ireland economy.*

The following paper will discuss the economics behind CEIAG, provide examples of careers services in other countries and discusses the careers service in Northern Ireland, including its current operation and future goals.

3 The Economics of CEIAG

CEIAG is becoming increasingly important as education opportunities grow and careers themselves diversify. Effective careers advice can help individuals make informed choices, especially as the era of one job for life has ended. This in turn benefits employers and society via having appropriately qualified potential employees from which to draw from the labour pool and the subsequent knock on effects on the economy.

This section of the paper will discuss the economics behind CEIAG and its benefits at an individual, organisational and societal level.

3.1 The 'Invisible Hand' of the Careers Service

Effective CEIAG has been a consideration for governments for decades with the Organisation for Economic Cooperation and Development (OECD) stating that[5]:

> *Support by public policy-makers for career guidance has traditionally rested upon a belief that it can improve the efficiency and effectiveness of labour markets and educational systems, as well as contribute to social equity.*

Indeed, the use of formal careers guidance (CG) began in the early 20th Century as an attempt to use a systematic method to help young people choose a career path[6].

The OECD report found that CG adds value by:

- Contributing to the development of human resources;
- Improving the efficiency of education systems;
- Improving the fit between education and the labour market;
- Assisting the internationalisation of education;
- Improving labour market mobility;
- Supplying the ability of the labour market to adjust to change; and
- Supporting the disadvantaged or by addressing gender equity.

The challenges that face countries in developing careers guidance include:

- Improving the knowledge and skills base of the population;
- Keeping unemployment low and ensuring that labour supply and demand are in harmony; and
- Ensuring that education and employment opportunities are distributed equitably.

5 OECD, (2004) Career Guidance and Public Policy – Bridging the gap

6 Ibid

CEIAG provides advantages to the individual seeking advice, businesses in need of a skilled workforce and to the state itself and in this way CEIAG is both a public and private good.

Watt,[7] when discussing the relationship of career guidance to vocational education and training (VET), states that the policy rationales for career guidance as both a public and private good fall into three categories:

- **Learning goals** such as improving the efficiency of the education and training system and managing its interface with the labour market;
- **Labour market goals** including improving the match between supply and demand and managing adjustments to change. If people find jobs which utilise their potential and meet their own goals, they are likely to be more motivated and therefore more productive; and
- **Social equity goals**, including supporting equal opportunities and promotion social inclusion. Career guidance services can raise the aspirations of disadvantaged groups and support them in gaining access to opportunities that might otherwise have been denied to them.

The balance between these three goals requires careful management. When planning for future needs it is, therefore, not enough to consult with only one or two of the main stakeholder groups to determine, for example, labour market needs. Watt states that[8]:

> *In seeking closer articulation with labour markets, attention may accordingly be paid to planning approaches based on consultation with employers but this is rarely effective in itself.*

As such this system tends to be either replaced or indeed supplemented by an approach based on responsiveness to student demand, as:

- Students have a clearer idea of their own skills and preferences and that decisions based on these principles may produce beneficial changes in the workplace; and
- Students will want to read the labour market, in order to avoid occupations with declining demand, or poor wages and working conditions or low status and will enter programmes with the best prospects of getting them into desirable employment both in the short and long run.

Watt states that this is similar to Adam Smith's discussion of the 'invisible hand' (when discussing restraints upon importation from foreign countries) whereby:

> *By preferring the support of domestic to that of foreign industry, he intends only his own security; and by directing that industry in such a manner as its produce may be of the greatest value, he intends only his own gain; and he is in this, as in many other cases, led by an **invisible hand** to promote an end which has no part of his intention[9].*

Watt argues that in terms of the labour market, an effective careers service acts as this invisible hand through providing informed guidance and advice to individuals seeking employment in certain industries and matching this against future labour market needs.

> *In this sense, it has been suggested, career guidance services could represent Smith's 'invisible hand' made flesh[10].*

Watt goes on to state that when considered in these terms, CEIAG acts as a bridge between VET courses and the world of work, meshing together the goals of employers (such as

7 OECD, Watts A.G. September 2009, The Relationship of Career Guidance to VET

8 Ibid

9 Smith, Adam, The Wealth of Nations, Book IV, Chapter II

10 OECD, Watts A.G. September 2009, The Relationship of Career Guidance to VET

meeting demand for certain skills) and the demands of advisees (who may wish to seek out a specific career, or may only have an inkling as to what to do with their skills).

3.2 Types of Careers Service and Northern Ireland

Watt identified four types of career education programme:

- Standalone programmes that are run as a separate course;
- Programmes that are subsumed – within for example a course in personal, social and health education;
- Programmes which are infused within most or all subjects across the curriculum; and
- Extra-curricular programmes provided outside the formal boundaries of the formal curriculum.

Through a review of the DENI Preparing for Success - A guide to developing effective career decision makers (which includes a map of learning opportunities for ages 4 – 19) and the Primary School Curriculum for Key Stages 1 and 2[11], it appears that careers education is included within a learning area (Personal development and mutual understanding[12]:

> *CEIAG will be an integral part of the learning, and, although staff will be aware of the CEIAG Learning Intentions that are being developed, the youngest children in primary education are likely to see these as a seamless part of their broad school experiences.*

For pre-school, Foundation Stage and Key Stages 1 and 2 CEIAG is used not as direct learning but rather to help children create connections between learning at school and the world of work.

For post-primary schools, CEIAG:

> *is normally provided through discrete career lessons and activities. However, every learning pathway can make a helpful contribution to the CEIAG provision. To ensure learners benefit form these cross curricular career learning experiences it is essential that links to the curriculum be clear.*

This suggests (and based upon Appendix B of the guide for decision makers) that both standalone career education programmes are used and the infused methods are employed in secondary schools. In conversation with CCEA, it was found that in cohort studies during the development of the revised curriculum, young people stated that they could not see the relevance of some subject areas to their future careers. As such this approach was taken in order to ensure that pupils were aware of the applicability of the skills they learned were to their post school career.

The Regional Colleges can also make use of the learning map developed by DE for ages 16-19.

It should be noted that in regards the infused method that Watt stated:

> *The infusion method is attractive in principle, but difficult to implement in practice: it requires a high level of co-ordination and support to be effective and in their absence can be 'a thin veil hiding a bare cupboard[13].*

11 CCEA, The Northern Ireland Curriculum – Primary

12 Department of Education, Preparing for Success – A guide to developing effective career decision makers

13 OECD, Watts A.G. September 2009, The Relationship of Career Guidance to VET

This could potentially be a flaw in the careers strategy as implemented in Northern Ireland. Review of Education Training Inspectorate documents found only one comment regarding the impact of this method[14]:

> *The provision of Learning for Life and Work as a timetabled subject, rather than as integrated into the existing curriculum, can cause pressure on curriculum time, with varying outcomes for citizenship, employability and personal development and, sometimes, a loss of curriculum time for other subjects. Schools need to explore alternative ways of providing this entitlement.*

It should be noted however, that this was a review conducted in 2008 and is the most recent available. As such changes may have been made to the system.

The next section of the paper discusses the benefits of CEIAG.

3.3 Individual Benefits

Through a review of the existing literature on careers advice and guidance, a number of benefits have been identified at an individual, organisational and societal level.

The Individual benefits identified include[15]:

- **Motivational and attitudinal change**: In a number of studies it was reported that guidance was associated with, or perceived to be associated with positive changes in individuals. For example, Morris et al (1999) highlighted that access to good quality careers guidance was a critical key factor in raising young people's levels of awareness and positive attitudes towards vocational training. An earlier study by Hawthorne and Watts (1992) suggested that careers education and guidance had a positive impact on student motivation that in turn leads to improved academic performance;
- **Learning outcomes**: A large number of studies have been carried out in this area[16] and have found that guidance has positive effects in terms of learning outcomes. A metastudy by Whiston et al (1998) found that individual career counselling quickly had an impact on learning outcomes, although the researchers did point out that individual characteristics (i.e. age, circumstance, outcome pursued, etc.) impacted upon its effectiveness;
- **Participation in learning**: Studies have shown that guidance has had an impact on participation, such as La Valle and Finch (1999) who found that a lack of information about learning opportunities discouraged participation in learning. Most of the studies in this area suggest that high quality guidance makes or is perceived to make some positive contribution. This includes UK evidence which found that:

  Voluntary exposure to guidance increases the probability of adult participation in continuing education and training, relative to similar individuals not exposed to the guidance.

- **Student retention and achievement**: In 2001 MORI reported that of the adults who accessed guidance in 2000, around 50% reported learning new skills or updating new skills, with around a third gaining qualification. In studies on student retention, it was found that guidance plays a role in reducing student dropout rates, such as SWA Consulting (1999) which reported that those who received specialist career advice had low dropout rates.

14 The Education and Training Inspectorate, An Evaluation of the Implementation of the Revised Curriculum in Primary, Special and post-Primary schools 2008

15 OECD, (2004) Career Guidance and Public Policy – Bridging the gap

16 Two meta studies carried out in 1988 and 1998 identified 105 individual studies

3.4 Organisational Benefits

Organisations including employers and businesses derive some benefit from an effective CEIAG:

- **Employment**: If the supply of labour is increased through career guidance it can/could be argued that this increases the probability that employers will be able to recruit employees who have made well informed decisions about their career plans and are subsequently more motivated. It can also reduce training costs, increase suitability of applicants, reduce recruitment costs and, indeed, lower labour turnover costs as employees remain in post longer;
- **Staff morale**: Hirsch et al (2001) found that company staff perceived the benefit of internal career discussions in 'indirect' terms such as improved morale and attitudinal change. They viewed career discussions as bringing long term benefits with some changes to staff retention noted.

3.5 Societal Benefits

In the larger sense of a nation as a whole, such as its economy or labour market, effective CEIAG can also have a significant impact:

- **Economy**: Studies have been carried out focussing on reduction in welfare payments and the net benefits in terms of increased levels of income tax deductions and contributions. However, as stated by Hughes et al (2002) the assumption of public benefit is based upon basic economic contentions.
- **Reductions in unemployment**: High quality CEIAG can help individuals secure a job, thereby reducing an individual's reliance on welfare benefits and reducing costs to the Exchequer. However, as argued by Mayston (2002) when careers guidance is not employed[17]:

  There is a danger that initial unemployment will develop into more permanent long-term unemployment.

- **Reductions in health care costs on the NHS**: As stated by Mayston, careers guidance can influence individuals to make career moves that boost income and quality of life. This in turn can result in an improved health status for the individual. This in turn may reduce their need for health care during their working life and early years of retirement;
- **Reductions in the frequency and costs of crime**: CEIAG may have a benefit in reducing the costs of crime if it reaches individuals who might otherwise commit crime in the future and who are at a stage in their life when greater prospects of employment and increased job related skills may discourage them from embarking on criminal activity or from continuing with it as much as otherwise; and
- **Macroeconomic benefits**: CEIAG can have an impact upon the mismatch between the demand for labour and the skills available in the labour pool. CEIAG can help by making individuals aware of the opportunities available both currently and in the future (especially in the case of young people still in education) and the appropriate training needed for employment within their chosen industry.

17 OECD, (2004) Career Guidance and Public Policy – Bridging the gap

4 The Northern Ireland Careers Service

The following section of the paper discusses the Northern Ireland Careers Service (NICS) including its main functions and the recent changes made under the Preparing for Success strategy.

As stated in its 2010/11 Annual Report[18]:

> *The Careers Service provides an impartial, all-age careers information, advice and guidance service to clients throughout Northern Ireland. This service is available to everyone whether they are employed, unemployed, in training or in education; including students in schools and further and higher education.*

The Service employs 171 people, with 158 FTE posts. Of these, 114 employees were Careers Advisers (104.35 FTE). The NICS is divided into two branches: Careers Policy and Strategy; and Careers Service Operations.

Careers Advisers provide a service tailored to clients' needs and facilitate decision making towards:

- Education;
- Employment;
- Training; and
- Career change.

In 2010/11, the NICS had the following key achievements:

- Total of 163,186 interventions with clients;
- 85% of year 12 pupils received an initial Careers Guidance interview (Discussions with Career Service personnel found that the remaining 15% are mainly Grammar schools who feel the interviews are not necessary due to the track pupils are already on; and some young people are just not available to take part for a number of reasons such as a result of illness – it should be noted that all year 12 pupils do take part in Career Service class talks);
- Interviews with adult clients increased by over 5,000 between 2009/10 to 2010/11;
- Revised Partnership Agreements in place with 99% of post primary schools (please note, discussions with Careers Service personnel identified that only two schools have note engaged in a Partnership Agreement, one as it is an Independent school and another as it is a school for young people with special needs. Both schools are aware of the services made available by the Careers Service; and
- 97% of respondents surveyed would recommend the Careers Service to others.

The Careers Service aims to support both young people and adults in making informed career decisions, leading to increased and appropriate participation in education, training and employment.

The service is delivered by professionally qualified Careers Advisers based in Careers Resource Centres/Offices, JobCentres and Jobs & Benefits offices throughout Northern Ireland. Careers Advisers also work with young people in schools, further education colleges and training providers. It should be noted that CSNI is an all ages careers service and therefore works with a wide variance of ages.

The CSNI is accessible by all age groups, although it is targeted at a post key stage 3 level, with the Department of Education (DE) implementing a curriculum that begins careers education (albeit at a very basic level) from age 4.

18 Department for Employment and Learning, Northern Ireland Careers Service, Annual Report 2010/11

Young people are initially introduced to the Careers Service in their school, where Careers Advisers provide advice on all of the options available. As stated by DE[19]:

> *In order to gain the most social and economic benefit from CEIAG for both individuals and their communities, it is best to start early and to see appropriate career education as part of learners' experiences from age 4 to 19.*

The Careers Service offers support in a number of areas, including[20]:

- Support in career decision making;
- Support with subject choice in school (e.g. GCSE/AS/A-Levels);
- Support in choosing post school options (e.g. Further/ Higher Education, Training/ Apprenticeships);
- Career guidance interviews;
- Job matching; and
- Labour Market Information (LMI) – Industry Fact Sheets.

Importantly, LMI helps identify future opportunities and requirements. It should be noted that LMI is an essential part of the information provided by the NICS and, as mentioned earlier in the paper, is needed to reconcile the needs of employers and those of individuals, through the NICS role as the 'invisible hand'.

The CSNI also provides information on routes to employment, such as education and training programmes.

4.1 Preparing for Success

Published in 2009, the *Preparing for Success – careers education, information and guidance*[21] report provided a strategy and implementation plan for the future development of the careers service in Northern Ireland.

The document, developed jointly by the Department for Employment and Learning and the Department for Education, highlights challenges facing the Northern Ireland labour market in the coming decades, pointing out that:

- Within the next 20 years Europe will see significant changes to its economy, including a shrinking manufacturing base, a growth in knowledge intensive industries and a resultant need for more jobs requiring higher education qualifications; and
- Northern Ireland itself has limited natural resources and therefore must rely upon its human capital in order to grow the economy.

In order to meet these challenges the strategy had the overall aim to develop effective career decision makers leading to increased and appropriate participation in education, training and employment. This will include:

- Enabling young people to develop the skills to be able to make informed decisions about their education, training and employment options;
- Providing young people with opportunities and experience to develop the essential employability and life skills in order to become effective citizens and employees; and
- Setting in place a framework to ensure people of all ages have access to good quality CEIAG so that they are able to make informed choices and achieve their potential.

19 Department of Education, Preparing for Success – A guide to developing effective career decision makers

20 Department for Employment and Learning, Northern Ireland Careers Service, Information, Advice and Guidance

21 Department for Employment and Learning and the Department for Education, 2009 Preparing for Success – Careers Education, Information and Guidance

The implementation plan for the strategy supports DEL's *Success Through Skills Strategy and DE's Revised Curriculum and Entitlement Framework* and operates across the two lead departments. Although these are long term strategies, the focus for the delivery of Preparing for Success will initially be 5 years.

The strategy has five themes with 18 key actions in order to ensure its delivery. The themes are:

- **Improving careers education**: the need to strengthen and develop careers education including the essential elements of career planning, careers information, work-related learning and employability skills;
- **Improving access to careers information**: including the provision of accurate, user-friendly labour market information and the development of the Careers Service website as an information hub;
- **Improving the provision of careers advice and guidance**: improving facilities and access for young people, adults and in particular both young people and adults vulnerable to social exclusion;
- **Improving quality**: through the use of ETI Quality Assurance Indicators; this includes the development of an evidence based approach; and
- **Improving professional development**: through the development of a qualifications framework and provision of appropriate continuous professional development.

In the strategy's conclusion it is stated that:

> *The provision of careers education, information, advice and guidance services for young people and adults is not as good as it could be. The approach to CEIAG has been inconsistent; careers information and facilities are variable; and there have been inconsistencies in the qualifications, training and competence of staff involved in the provision of CEIAG services.*

It goes on to state:

> *We want to do more to raise levels of achievement for all, moving beyond measures of success in external examinations, but to placing a high value on excellent pastoral care, to the fostering of a spirit of good citizenship and to giving priority to ensuring all learners become effective career decision makers with a strong desire for life-long learning.*

Table 1 on the page following details the most recent information available from DEL regarding the implementation of the strategy (including information from the Preparing for Success Implementation Report, published in March 2011 and a briefing paper from the Northern Ireland Careers Service to the Committee for Employment and Learning in November 2011). As can be seen a number of the actions expected to have been completed are still in progress and reasons for any delays are detailed beside the appropriate responses.

Table 1: Preparing for Success Implementation Report

Number	Key Action	Status	Points of Interest
1	Establish a CEIAG Steering Group to oversee implementation and evaluation of the Strategy.	Achieved	Expanded to include representatives from FE, HE and school sectors
2	DE and DEL to commission a review of CEIAG in 2014.	On Track	-
3	DE to publish CEIAG Map and Guide and issue to all schools, FE Colleges and training organisations by January 2009.	Achieved	-
4	By March 2009, establish a Business Engagement Working Group to support schools and colleges in the provision of work-related learning.	In Progress	Delayed as a result of additional engagement with stakeholders (no date provided for revised expected implementation date).
5	Maintain funding for employability and work related learning initiatives to March 2010.	Achieved	-
6	Implement the STEM Careers action plan by April 2009.	Achieved	-
7	Appoint an information champion in the Careers Service to develop quality and accessibility of labour market information and ensure that careers staff are appropriately trained by December 2009.	Achieved	-
8	To develop a Careers Information hub to improve access to up-to-date labour market information by September 2010.	In Progress	Careers Service website up and operating as main information hub. Work currently ongoing to refresh the design and content of the website, including discussions with officials across the UK on developing other technologies.
9	By September 2009, the Careers Service to recruit additional careers advisers to address the need for increased CIAG at Year 10.	Achieved	-
10	By September 2009, establish effective partnerships between all post primary schools, further education, training and apprenticeship providers and the Careers Service to ensure delivery of high quality, impartial careers advice and guidance to young people.	In Progress	By March 2011, 99% of all post Primary schools had partnership agreements in place. Work is progressing in developing partnerships to support Training for Success and Apprenticeship contracts and agreeing formalised agreements with the FE sector.
11	Establish appropriate facilities for the delivery of Careers Information, Advice and Guidance to young people and adults by March 2013.	In Progress	-

Number	Key Action	Status	Points of Interest
12	Develop CEIAG parental support package by December 2010.	In Progress	Some progress made with further work to be carried out in 2011/12 as a priority.
13	By 2010 to have in place effective provision for CEIAG for young people and adults vulnerable to social exclusion.	In Progress	Careers Service involved in the development of the NEETs strategy and other ongoing projects which are reviewing current practice regarding career service delivery to young people and people with disabilities.
14	By September 2009, to have procured effective provision to support DEL in the delivery of adult guidance services.	Achieved	-
15	Agreed ETI Quality Standards to be adopted on publication in January 2009.	In Progress	Piloting ETI Quality Standards in two operational units. In addition, standalone facilities are being reassessed following the revision of the UK Matrix Standard and is expected to be completed by March 2013. A DEL paper to the Committee for Employment and Learning identified that ETI Quality Indicators have been introduced in Schools (November 2011)
16	Impact measures and performance indicators to be developed by March 2010.	In Progress	Large number of inspections carried out. However, it should be noted that the Implementation Report does not state what measures and performance indicators have been developed - rather it discusses inspections carried out, links between organisations and participation at EU level. A project to define impact measures was due to report at the end of June 2011 – Discussions with Careers Service representatives found that this work is still ongoing, with it difficult to set impact measures and performance indicators as a result of the nature of the services work.
17	Effective qualification and CDP frameworks to be developed for all involved in CEIAG by March 2013.	In Progress	Work is ongoing to provide relevant professional development for careers teachers, with DE commissioning the development of 4 modules.
18	A forum of delivery partners to be established by September 2009.	In Progress	The establishment of a local CEIAG Forum has been put on hold pending developments at a national level.

5 Summary

The Northern Ireland Careers Service has undergone a number of changes in the last few years, adopting a model similar to that recommended by the OECD.

The NICS provides services to all ages, with careers education integrated into the Northern Ireland school's curriculum, covering ages 4 – 19 with services of adults delivered mainly through the Jobs and Benefits Offices and Careers Resource Centres.

Issues of potential note as identified in this paper are:

- The school's curriculum appears to make use of a combination of infused careers education and classes dedicated to the topic (and this may be influenced by the resources allocated to each individual school and how they are committed). The infused method can be highly successful but can be difficult to implement, with the most recent review of the Curriculum only commenting obliquely on the matter;
- The Preparing for Success implementation report highlighted a number of areas that at its time of writing had yet to be completed, and indeed in some cases had been subject to extended delays. For example, as mentioned in Table 1, point 16 performance indicators are still not set, although the work on developing them is on-going. The delay is a result of the difficultly in applying a quantitative measure to a qualitative issue;
- The NICS regularly produces and updates Labour Market Information factsheets, an essential part of melding the aspirations of advisees with the needs of employers; and
- The Preparing for Success strategy acknowledges that the provision of careers advice in NI is not as good as it could be and undertakes a commitment to improve the service. Seen against the background of the June 2011 Implementation Report and the large number of actions yet to be completed, this suggests that further work is still required.

April 2012 - RaISE - Careers Services Netherlands, New Zealand and Sweden

24 April 2012 NIAR 235-2012

Eóin Murphy

Careers Services: Netherlands, New Zealand and Sweden

1 Introduction

The following paper briefly discusses the career guidance systems in three nations – The Netherlands, New Zealand and Sweden.

These nations were selected as a result of unique features or aspects under which their careers guidance services operate. The Netherlands, for instance, has a marketised system, in which private companies deliver much of the careers guidance services (unlike Northern Ireland and Great Britain (GB) where it is state led).

New Zealand is considered one of the most progressive systems in the world and Sweden operates a lifelong learning system, similar to that recommended by the Organisation for Economic Co-operation and Development (OECD).

2 Key Points

Netherlands

- The Netherlands has a market led career guidance system, with public and private organisations delivering guidance;
- CG is provided via four mediums: within the educational system; via the government; by employers and trade unions; and by private sector organisations;
- Within the education system CG is integrated into the curriculum and is part of vocational education. Higher education institutes make their own provision of CG;
- The government mainly provides CG for the unemployed, with the main focus on finding jobs quickly rather than career development;
- Some business sectors have established their own training and guidance bodies, although they may make use of private organisations to deliver the training;

- Private sector organisations, including the former publically owned advisory training centres, provide individuals and organisations with CG services;
- The marketisation of CG in the Netherlands has resulted in a fragmented system, where quality of guidance is hard to ascertain. However, the removal of the old infrastructure has allowed CG to modernise;
- New Zealand
- New Zealand (NZ) is upheld as an excellent example of an all age careers service;
- The main delivery body of CG is Careers New Zealand (CNZ);
- Following a brief attempt at privatisation, NZ returned to a centralised system of CG;
- CNZ provides a number of services including web based regional offices and capacity building services;
- CG is also delivered via the schools system, with CNZ providing informational support and professional guidance to careers teachers;
- Guidelines for the implementation of CG in schools is provided by the Department of Education although the strategic planning of CG is done by a Schools Board of Trustees;
- A future proofing in 2007 found that NZ was one of only three countries world-wide to provide an all age career guidance system within a coherent organisational structure;
- Sweden
- Sweden has had a CG system since the 1940s;
- CG in Sweden is based on a local or regional basis, with local municipal authorities planning their career and educational guidance services;
- CG is part of the school curriculum, with guidance officers supporting pupils in their subject choices for future career progression;
- The Public Employment Service (PES) provides a number of services but its primary role is job matching for the unemployed;
- This includes job counselling delivered by employment officers who discern possible job and training opportunities for clients;
- A review in 2007 found that there was considerable variation in how each municipal authority delivered CG resulting in a highly fragmented system; and
- It should be noted however that the OECD found Sweden's method for tackling youth unemployment via CG to be very successful.

3 The Netherlands

Marketisation is a process in which a public sector organisation is redeveloped in order to act like a market oriented body. This can be achieved through a variety of means such as deregulation, decentralisation or, as was seen in the United Kingdom (UK) in the 1980s, privatisation. Indeed the ongoing restructuring of the Higher Education sector in the UK (most especially in England) is a prime example of marketisation, with the deregulation of tuition fees allowing (or certainly intending) market forces to come into play in the pricing of a degree.

The Netherlands is an example within Europe where the Careers Guidance (CG) system has undergone marketisation. CG is delivered by a number of public and private organisations across the country via a decentralised network.

The model is demand led, rather than supply led (i.e. resources are allocated based on the need expressed by clients such as schools or the unemployed, rather than a resource available to all at any time, as in the UK system).[1]

CG is delivered via four mediums:[2]

- Guidance activities within the educational system;
- Guidance activities of the government;
- Guidance activities of employers and trade unions; and
- Guidance activities of private-sector organisations.

3.1 Guidance activities within the educational system

CG is available to pupils in four different stages of the education system. These are:[3]

- **Pre-vocational sector (VMBO)**: Education here is focused around getting a job, with around 10-20% of first and second year classes spent in "practical sector orientation programmes". In addition, CG is provided in years 3 and 4 via Work Placement Advisers prior to students going out on work experience. In addition, VMBOs have begun to introduce careers advisors in order to help guide them to a suitable professional and the career path necessary to achieve it;
- **Senior secondary vocational education**: Career development is becoming increasingly important at this level, with an additional annual budget made available in 2002. Regional Training Centres (ROCs) provide education and training at this level, and every ROC has a central student services centre. Here, careers guidance and information is provided by career specialists. In addition, ROCS are increasingly providing a formal, structured CG programme alongside learning. Teachers specially trained in career guidance lead these courses, with meetings with careers advisers and portfolios used by students to show the development of their skills;
- **Higher Education**: As with the UK system, higher education institutions make their own provision of careers guidance. Most Higher Education Institutions (HEI) employ one or two career advisers. A 2006 report[4] does state however that these facilities are fairly limited, although some Universities do expand their capacity through contracts with employment agencies to aid students with finding job placements; and
- **Adult education**: Career guidance under the adult education title appears to be mainly focused on immigrants, with municipalities responsible (under law) for running compulsory programmes for new immigrants. This includes at least 50 hours (out of 600) devoted to career orientation. Private sector organisations can also offer guidance programmes to new immigrants.

3.2 Government Guidance activities

Career guidance for adults is largely carried out by the private sector, although the government does provide some services for the unemployed. The main focus on these services is on finding jobs for the unemployed quickly, rather than career development.

The services provided under the Government umbrella are:[5]

- **CWI and reintegration companies**: When an individual becomes unemployed they must register with the Centre for Work and Income (CWI). CWI forms part of a back to work

1 Euroguidance, 2006 Career Guidance in the Netherlands, http://www.euroguidance.net/?page_id=4864

2 Ibid

3 Ibid

4 Ibid

5 Ibid

chain involving other government and municipal bodies, although CWI is the first link. Its main focus is getting an individual back to work as quickly as possible although it does provide some career advice functions such as workshops to help built skills in application writing and competence tests. The government has also developed a website (www.werk.nl) which is similar to the My World of Work website operating in Scotland whereby it provides a number of online services such as data on occupations, identification of individual skills and interests and information on education and training; and

- **Work and training counters**: Known as Leerwerkloketten (learning-working one stop shops) these counters allow citizens, job seekers, employees and employers to obtain advice about courses leading to accreditation of prior learning and encourage a process of lifelong learning. In addition they generate a mixing ground for the needs of employers and the skills of employees, allowing both groups to identify skills needs and the methods in which to pursue them.

3.3 Guidance activities by employers and trade unions

Some sectors have established their own training and guidance bodies based on funds received from employers and employees.[6] This allows Small to Medium Enterprises (SMEs) which do not have access to the same resources as larger companies to access training and career development for staff (which is widely considered important for staff morale and increasing staff and organisation efficiency).

A number of trade unions have also begun to develop career guidance services for members, with some using funds to buy in career guidance from private companies.

3.4 Guidance activities of private sector organisations

Before 2000 the government subsidised advisory training centres (AOB). However, with the emphasis shifted to the marketisation of the sector, most of these services went into private ownership, resulting in the current market led model. A substantial market has developed to service the demand for career guidance by organisations, unions, publicly-funded reintegration services and individuals.[7]

Schools and employment services, since 2000, could chose to purchase AOB expertise on a fee –for-service basis (or indeed from any other private sector CG organisation).

Differentiation has also developed within the CG market with some private sector providers concentrating on offering career guidance services while others offer such services as part of a range of other training services.

In regards to the success of the privatisation of the system, an OECD study in 2002 found that of the 16 AOBs that existed prior to 2000, only three remained. Of 1,800 staff there were now only approximately 300 people employed and all the AOB walk in centres (54 in total) had closed.[8]

The remaining AOBs have since merged, creating two companies: Compaz; and the Geldergroep. Both hold stable market positions but have expanded their focus to the long term unemployed rather than the education sector[9].

6 Ibid

7 Ibid

8 OECD 2002 OECD Review of Career Guidance Policies: Netherlands

9 Via Vejledning (2009), Meijers, F The marketisation of career guidance services in The Netherlands www.ug.dk/Videnscenter%20for%20vejledning/Forside/Virtuelt%20 tidsskrift/2009%20nr,-d,%2018/The%20marketisation%20of%20career%20guidance% 20services% 20in%20The%20Netherlands.aspx

3.5 Effectiveness of Career Guidance in the Netherlands

As stated in a Euroguidance report, CG in the Netherlands has little government guidance and as such:[10]

> *there is lack of coherence between the executing organisations and the institutions in career guidance policy.*

The Euroguidance report on CG in the Netherlands[11] found that it was actually difficult to assess the quality of CG in the Country as a result of its fragmented system, with quality control left up to the delivery organisations themselves rather than any government agency.

Meijers, in a review of the effect of marketisation of CG in the Netherlands made a number of criticisms of the model, including:[12]

- The introduction of marketisation has destroyed the old infrastructure and resulted in a loss of expertise;
- Marketisation presupposes an "articulated demand" for services while the schools and regional employment boards have not articulated such a demand. The result is a quantitative decrease in the services offered by AOBs to schools and employment offices;
- It has become increasingly difficult for those seeking work and the unemployed to obtain career advice because the regional employment boards have not invested in career guidance; and
- Marketisation has failed to produce better quality services up to now. It should be noted however that Meijers argues that this has not resulted in poorer quality services - rather marketisation, which introduced a modern system of CG, has held quality at a constant level.

The process of marketisation has had some benefits however. The removal of the 'old' infrastructure and loss of expertise has been in some ways offset by the introduction of a modern approach to CG, with guidance no longer taught in isolation of other topics but an increasing part of educational curriculums[13] whereby the skill needs of industry and the career aspirations of individuals are matched. In addition, Meijers argues that marketisation has resulted in CG becoming an integral part of the education process, rather than something which operated in isolation.

The benefits and costs of a marketised system must, therefore, be weighed against each other and whilst the decentralisation of the Netherlands system appears, at the moment, to be working this may not necessarily continue, as was the case in New Zealand.

4 New Zealand

New Zealand (NZ) has been selected for review as it is upheld as an excellent example of an all-age careers service.[14] In the 2004 OECD review it was found that:[15]

> *all-age services have a number of organisational and resource-used advantages. By allowing a diverse range of services to be provided throughout the lifespan within one organisational*

10 Euroguidance, 2006 Career Guidance in the Netherlands, http://www.euroguidance.net/?page_id=4864

11 Ibid

12 Via Vejledning (2009), Meijers, F The marketisation of career guidance services in The Netherlands www.ug.dk/Videnscenter%20for%20vejledning/Forside/VirtueIt%20 tidsskrift/2009%20nr,-d,%2018/The%20marketisation%20of%20career%20guidance% 20services% 20in%20The%20Netherlands.aspx

13 Ibid

14 Paper prepared for the Department of Business, Innovation and Skills, March 2011 Watts, A.G The Proposed Model for Career Guidance in England: Some Lessons from International Examples

15 Ibid, see also OECD review

framework, they are potentially more cost-effective, avoiding unnecessary duplication of resources.

Indeed, Watts (2007) describes NZ's career guidance system as:[16]

the most fully-integrated version of a national multi-channel all-age service in the world that is dedicated to career planning support.

It should be noted however that the system currently in operation is a relatively recent development. In the 1990s the New Zealand government began a process of privatising its state run careers service (as in the example cited in the Netherlands), with the service divided into Careers Guidance and Careers Information, with a commercial focus placed on CG.

However, there were difficulties in developing a market for CG such as describing and defining the services on offer, the fact that a number of CG services are available for free online (for example CV builders) and the highly variable nature of CG itself (the service one person needs may be significantly different from that of another, creating problems with pricing).[17]

With the election of a new Government in 1999 the decision was reversed with a return to a public sector service, with the Department of Education the sole operator of career services in the state.

4.1 Careers New Zealand

Careers New Zealand (CNZ) provides four types of services:[18]

- Web based services: provide individuals and influencers with -
  - up-to-date, comprehensive and accurate job, industry, training and labour market information;
  - targeted career information and tools for educators and career practitioners and personal stories (real-life accounts about people's careers);
  - online career tools such as CV4Me (which helps people make and tailor CVs);
  - secure e-portfolios known as My Career Space; and
  - up-to-date and timely messages via social media networks.
- Assisted advice is delivered through a network of regional offices and an Advice Line which also provides general careers information. These provide advice about careers, jobs and training courses. A needs assessment is carried out on clients to identify their requirements, with other services avaiable:
  - Webchat;
  - A texting service for requesting career information; and
  - Follow-up calls to check whether people need further information or help, an opt-in appointment reminder service and a "tips of the day" service.
- Guidance services to assist people in developing their career management abilities are delivered through a range of channels (telephone, email, webchat and in person) which maximises the accessibility of:
  - Customised career planning (in a group setting) delivered to secondary school M ori and Pasifika students, prospective tertiary students, migrants and refugees; and
  - Customised career planning guidance delivered to individuals in person, over the telephone and now via the web.

16 Careers Services/Rapuara August 2007 Watts A.G. Career Services: A Review in an International Perspective

17 OECD, 2004 Career Guidance and Public Policy: Bridging the Gap

18 Careers Services/Rapuara Annual Report 2010/11

- Capability-building services that raise the skills of people who are career influencers. This includes:
  - Delivering information sessions to influencers on the value and role of career information, advice and guidance and how they can support others making career decisions and having career conversations; and
  - Building capability of schools, workplaces, wh nau/aiga/families and communities to increase their awareness of, support for and delivery of high-quality career education.

4.2 Careers Guidance in Education Institutions

Career Guidance is also delivered via schools, with the CNZ providing informational support and professional guidance to careers teachers. NZ has a comprehensive set of guidelines as to the delivery of Careers Education within its schools, with provision made within the curriculum from Year 1 to Year 13. The system also recognises that individuals learn and develop at different paces and that this should be taken into consideration when teaching about careers.[19] Indeed, for Years 1 – 6 the curriculum focuses on making pupils more aware of themselves and their community.

Later years see an expansion in the careers provision made, with career events held and discussions regarding learning paths held with pupils.

Careers education is part of standard classroom learning, integrated into other lessons, combining it with other skills development such as research and goal setting.

Strategic planning for careers education is developed by the Board of Trustees for individual schools, following the guidance laid down by the Ministry for Education. This includes targets for learning and annual priorities.[20]

The Ministry also recommends the establishment of a Careers Lead Team which is responsible for integrating careers education into the school curriculum and structures (effectively imbedding it into the culture of the school).[21]

Third level education bodies, such as Universities and Polytechnics, provide their own career services, with dedicated members of staff delivering careers advice and information to those requiring it.

NZ has also expanded its focus to over 45's. In 2006 research was carried out by the Department of Labour on the role CNZ could play in helping to match the skills and interests of mature workers with appropriate opportunities.[22]

4.3 Review of Careers Guidance in New Zealand

A review of the careers guidance provided in New Zealand carried out by Watts highlighted that it was one of the better systems in operation worldwide.

A future proofing report on CNZ found a number of strengths, including:[23]

- One of only three countries in the world to provide all-age career guidance within a coherent organisational structure;
- Integrated range of face-to-face, phone-based and internet-based services;
- At forefront internationally in provision of services and resources to indigenous peoples;

19 New Zealand Council for Educational Research, Vaughn, K and Gardiner, B Careers Education in New Zealand's Schools

20 Ibid

21 Ministry of Education, 2009 Career Education and Guidance in Schools

22 Careers Services/Rapuara August 2007 Watts A.G. Career Services: A Review in an International Perspective

23 Ibid

- Credibility with government, involvement in government policy, and recognition of contribution to government goals and outcomes; and
- Positive working environment, and team of professional and committed staff.

Watts did however highlight areas which could be improved, including:

- Public awareness and service penetration;
- Fostering strategic leadership within the careers guidance industry; and
- Have a clearer and more consistent policy regarding relationships with other career guidance providers.

Watts concludes by stating that:[24]

> *In international terms, Career Services can already claim to 'punch above its weight'. If these challenges are addressed, it has the potential to become a significant world leader in the career guidance field.*

5 Sweden

Sweden has had a form of guidance service since the 1940s, with the employment service offering advice on vocations and since then has operated under the principle that:[25]

> *Career counselling is an individual right that should be free of charge and available to as many groups as possible.*

The system itself is based on a lifelong learning principle, with services available from the age of 7 (via the education system) and throughout an individuals working life. In addition, the Swedish system encourages the professionalisation of its CG deliverers, with counsellors needing professional qualifications (a three year degree in CG) in order to teach CG.

5.1 Compulsory Education

Career guidance is provided throughout the education system in Sweden, from compulsory schools to the adult education service, where CG is offered via municipal adult education, advanced vocational education, folk high schools and universities and university colleges. Please note, compulsory school begins at the age of seven and runs through to sixteen (nine years).

Generally, guidance practitioners work within the educational institution with additional information provided via the national educational portal (www.utbildningsinfo.se).

Unlike the system in Northern Ireland and the rest of the UK, CG is done on a local or regional basis (rather than determined centrally by the National Government, although it can be argued that each country of the UK determines its own Guidance Policy, allowing them to react to local labour market conditions).

Rather than central government determining CG, local municipal authorities plan their career and educational guidance services.

Financing of guidance services is part of the total funding for the local municipality, the local university and/or the local employment office. No sum of money is specifically designated for guidance services[26] and as such is allocated by the municipalities identified need.

24 Ibid

25 Euroguidance, Education, Work and Guidance in Sweden

26 Ibid

CG for schools is part of the curriculum, which states:[27]

> *Student guidance officers and vocational guidance staff should inform and guide pupils prior to the next stage of their education and vocational orientation and focus particularly on opportunities for pupils with disabilities.*

Guidance can vary depending on the type of school, but includes individual counselling, group counselling and information provision. Importantly, all counsellors must have a Degree in Career Counselling in order to deliver guidance in schools.

5.2 University

Universities and University Colleges determine their own level of service (although within National guidelines). They can provide three types of service:[28]

- **Guidance at central level**: This is usually the first contact a student will have with a University Career Service and involves educational choices, change of degree, studying abroad and choosing the appropriate major for future career development;
- **Educational guidance through University Departments**: The student counsellor within a department offers advice in his or her own field of study and also on job opportunities regarding the subject concerned; and
- **Career Centres**: Some universities have facilities which offer individual counselling on career choices and support regarding issues such as completing job applications.

5.3 Public Employment Service

Sweden has a Public Employment Service (PES) which puts into operation the labour market policies and strategies of the Government.

It provides a number of services, but its primary role is job matching for the unemployed, providing support to job seekers in preparing them to be able to apply for and fill job vacancies. In addition, it facilitates access to the labour market for vulnerable groups and plays a role in reducing discrimination in the work place.

An important part of the work of the PES is "job counselling". The objective of the service is to:[29]

> *enable the job seeker to relate his/her resources, experience and desires to the demands and possibilities of the labour market, in order to make a well-founded choice of work and/or training.*

The service is delivered by employment officers who discern possible job and training opportunities, and subsequently motivates the client to make well informed decisions as to their career path.

The officer also introduces clients to web based tools and provides individual or group counselling. All of these methods are quality assured.

As with other examples provided, and mentioned above, PES makes use of modern technology to facilitate its job counselling. This takes the form of a dedicated website (www.arbetsformedlingen.se which provides job information and training advice) and a telephone customer advice service.

It should be noted that whilst the majority of services are available to everyone, some only become accessible if an individual is unemployed and registered with the office.

27 Ibid

28 Ibid

29 Ibid

The Swedish Government also targets unemployed young people directly via ensuring they receive CG, with those who have dropped out of the system one of the main target groups. This helps in some way to tackle the NEETs issue in Sweden.

5.4 Summary

A review of the Swedish Career Guidance system carried out by Lundahl and Nilsson in 2007 found that there was considerable variation between municipalities in how CG was delivered in the early 2000's. This in turn was reflected in the level of resources and experienced staff available to deliver CG.[30]

Lundahl and Nilsson found that at the time of writing the system has highly fragmented, with municipalities largely leaving CG strategy to be developed by counsellors and schools resulting in CG teaching not only varying between regions but between schools.

Lundahl and Nilsson were highly critical of this system, although it should be noted that since the article was written (and as discussed above), the Swedish government has ensured that CG is part of the curriculum and that it is delivered in a coherent manner.

The impact of this on the future career prospects of young people (and indeed adults) will take some time to be felt, but a more structured and unified system could be expected to have positive benefits.

In addition, by ensuring that the career service has to contact young people who have 'dropped out' of both the school and unemployment system (in a similar manner to NEETs in the UK) Sweden has been able to tackle youth unemployment head on. The OECD stated that:[31]

> *the combination of early intervention, mutual obligation and individual action planning appears to be very successful in reducing the number of young people under the age of 20 who are unemployed or not in the labour market.*

The lifelong learning aspect of CG in Sweden has been a part of the system for a number of years. Added to this the returning emphasis on the professional qualifications needed to deliver CG falls in line with the approach recommended by the OECD.

6 Summary

It is clear from the examples provided above that individual nations have a varied approach to the implementation of careers guidance. In the 2004 OECD review of 14 member nations CG (including the Netherlands and Sweden) it was found that each countries CG had its individual strengths and weaknesses and that:[32]

> *If one could take the strengths of each of the countries, and bring them together, a powerful model would begin to emerge.*

Indeed the review concluded with a series of recommendations for OECD states to adopt for their CG systems and many of these are reflected in the strategies being implemented in NI and GB.

New Zealand is held up by Watts as an exemplar of Career Services, describing it as a:[33]

30 British Journal of Guidance & Counselling, Feb2009 Lundahl, L and Nilsson, G, Architects of their own future? Swedish Career Guidance Policies

31 OECD, 2004 Career Guidance and Public Policy: Bridging the Gap

32 OECD 2004 Career Guidance and Public Policy: Bridging the Gap

33 Careers Services/Rapuara August 2007 Watts A.G. Career Services: A Review in an International Perspective

well-respected, well-managed organisation, offering high-quality services, with close links with public policy.

Amongst these recommendations is the need for a lifelong learning approach to CG (as in the Swedish system), encouraging flexibility in the workforce and an ability to implement career change during a long working life (which may become increasingly important as technology changes, pension ages rise and previous "jobs for life" become more and more transitory).

What is clear in the examples above is also the weaknesses that can filter into a system. For example, in the Netherlands Marketisation was seen as a way of better matching employer's demands for skills with learning in schools and training for employees (and anyone reading a Newspaper will find regular calls from the private sector for skill matching and claims that young people just don't have the skills needed in industry).

Sweden also initiated a defragmentation of its CG system in the 1990s, but in recent years has reformed the system, with CG part of the curriculum in schools, government overseeing CG policy and a return to the professionalisation of those delivering CG, with Counsellors needing a Degree in order to deliver it in schools.

The three examples cited in this paper show how varied models of the delivery of CG can still provide effective services despite different delivery methods (centralised vs decentralised).

April 2012 - RaISE - The Education and Training Inspectorate and Evaluating School Career Guidance

25 April 2012 NIAR 312-2012

Eóin Murphy

The Education and Training Inspectorate and Evaluating School Career Guidance

1 Introduction

The following paper provides a brief discussion of the criteria used by the Education and Training Inspectorate (ETI) to evaluate Career Guidance (CG) in Northern Ireland's schools.

2 The Education and Training Inspectorate

The Education and Training Inspectorate provides inspection services for a number of organisations including the Department for Education and operates using the following objectives:[1]

- To promote openness and transparency in all of the work undertaken;
- To ensure that all those who are inspected are aware of the processes, protocols, standards and performance indicators adopted by the Education and Training Inspectorate; and
- To ensure that no organisation is uncertain about the nature and purpose of inspection.

Inspections are designed to provide an evaluation of an organisation across the broad spectrum of its activities. The main emphasis of the inspection and of the report will be on the educational provision and outcomes, as seen in the quality of the learners' achievements and of the teaching. There is also an emphasis on the leadership and management of the whole organisation and how this contributes to improvement.

1 Education and Training Inspectorate, About Us http://www.etini.gov.uk/index/about-us.htm

3 ETI and Evaluating Career Guidance

3.1 Self – Evaluation Guidelines

Discussions with ETI representatives found that the same criteria used for self-evaluation are applied by the ETI for its own inspections of post-primary schools. The Together Towards Improvement document states that CEIAG should be evaluated by giving consideration to the extent to which:[2]

- The school has a well-planned and coherent careers education programme, including the opportunity to engage in personal career planning;
- The pupils access impartial careers advice and guidance, including a broad range of up-to-date careers information to inform them of the educational and employment opportunities available to them;
- The pupils have appropriate opportunities for work-related learning and skills development and to develop their employability skills; and
- The pupils have opportunities to explore careers in science, technology, engineering and mathematics (STEM) areas.

The ETI published a paper in 2009 regarding evaluating the quality of careers information, advice and guidance (CIAG). This document is attached as Annex 1.

The guide provides a structured and coherent framework of quality indicators for CIAG. The document is divided into three main sections: leadership and management, client impact and outcomes and the quality of CIAG provision.

It should be noted that the paper states that:

> *The key questions, quality indicators and key features within each section will enable CIAG providers to implement a rigorous and effective self-evaluation process as part of their quality assurance arrangements*[3]

The areas considered under these areas and their quality indicators are:[4]

- Leadership and management:
  - **Strategic Leadership**: How effective are the senior management team in providing strategic leadership and clear direction in achieving high quality CIAG?
  - **Action to Promote Improvement**: How effective are the leaders and managers, at all levels, in improving the quality of CIAG provision, and raising the standards of the clients' experiences?
  - **Staffing**: How effective are the leaders and managers in recruiting, deploying, appraising and developing staff, at all levels, to provide high quality CIAG?
  - **Physical Resources**: How effective are leaders and managers in the deployment of all resources to provide high quality CIAG?
  - **Links and External Partnerships**: How effective are the links and partnerships with other providers, services, employers and other agencies in contributing to the provision of high quality CIAG which meets the current and future needs of clients?

2 Department of Education, Education and Training Inspectorate, 2010 Together Towards Improvement: A process of self-evaluation

3 Education and Training Inspectorate, 2009 Evaluating the Quality of Careers Information, Advice and Guidance provided by Career Information, Advice and Guidance Providers http://www.etini.gov.uk/index/support-material/support-material-general-documents-non-phase-related/support-material-general-documents-documents-relating-to-inspection/evaluating-the-quality-of-careers-information-advice-and-guidance-provided-by-career-information-advice-and-guidance-providers-2009.htm

4 Ibid

- **Equal Opportunity**: How effectively do leaders and managers plan CIAG services to promote equality of opportunity for clients and staff?
- **Value for Money**: Does the organisation provide value for money in meeting individual, social and economic needs?
- **Marketing**: How well does the organisation market its CIAG services?

- Client Impact and Outcomes:
  - **Self-Awareness and Development**: How effective are the CIAG services in enabling clients identify, assess and develop the skills and qualities necessary to choose an appropriate career pathway?
  - **Career Exploration**: How effective are the CIAG services in enabling clients to identify, explore and review appropriate career pathways?
  - **Career Management**: How effective are the CIAG services in enabling clients employ effective career decision-making strategies to manage transition and implement an appropriate career plan?
- Quality of Provision for CIAG:
  - **Careers Information**: How effective is the careers information provided in enabling clients to make well informed and realistic career decisions?
  - **Careers Advice and Guidance**: How effective is the advice and guidance provided in enabling clients to make well informed and realistic career decisions?
  - **Diversity and Inclusion**: How effective is the organisation in promoting inclusion, to increase participation in education, training and employment and meet the diverse needs of clients?
  - **Child Protection and Vulnerable Adults**: How effective is the organisation in making arrangements to safeguard and promote the welfare and protection of children and vulnerable adults receiving CIAG?

It should be noted that the document itself goes into further detail as to what the key features of each quality indicator are and that:[5]

> *The quality indicators are not evenly weighted and should not be used as a checklist; rather they should be seen as integral elements affecting the quality of the leadership and management, but are set out to help the process of critical analysis and evaluation.*

The report also provides examples of the evidence that should be used to support the assessment of quality indicators.

The pedagogy (or teaching of pupils) is also evaluated within this framework under client impact and outcomes and careers information.

3.2 ETI Evaluations

In 2009 the ETI carried out an inspection of a sample of post primary schools to assess CIAG.[6] The study focused on:

- The quality of the arrangements for the provision of educational guidance, personal guidance and careers education, information, advice and guidance;
- The quality of the arrangements for the use of the progress file to support learning guidance; and

5 Ibid

6 Education and Training Inspectorate, February 2010 A Report of an Evaluation on the Quality of Guidance in Post-Primary Schools

- The effectiveness of the leadership and management arrangements for the provision of learning guidance.

Sixteen post primary schools were visited as part of this evaluation, with 189 pupils and 126 staff interviewed.

The results were divided into the following categories:[7]

- The quality of the arrangements for the provision of educational guidance;
- The quality of the arrangements for the provision of personal guidance and support;
- The quality of the arrangements for the provision of careers, education, information, advice and guidance;
- The quality of the arrangements for the provision for the use of the progress file[8]; and
- The effectiveness of the leadership and management arrangements for the provision of learning guidance.

The ETI found that the overall quality of CIAG is good, although it did note that improvements could be made by:[9]

- Incorporating the various strands of learning guidance into a coherent programme, that provides pupils with the appropriate opportunities to develop the skills to manage their learning and career development;
- Establishing rigorous and robust systems and procedures for monitoring and evaluating the quality of learning guidance, including the opportunities for pupils to provide feedback on their experiences; and
- Systematically auditing and analysing the training needs of all staff to inform the provision of a coherent and continuous professional development programme.

Please note, a copy of this report is attached as Annex 2 for information.

7 Ibid

8 Please note, a progress file is assigned to e ach pupil and is their own development portfolio from the age of 11 up.

9 Education and Training Inspectorate, February 2010 A Report of an Evaluation on the Quality of Guidance in Post-Primary Schools

April 2012 - RaISE - Career Services in Northern Ireland, Great Britain and Republic of Ireland

04 April 2012

Eóin Murphy

Career Services in Northern Ireland, Great Britain and Republic of Ireland

NIAR 79-2012

This paper discusses the Careers Services in operation in Northern Ireland, Great Britain and the Republic of Ireland. Please note, this paper provides a snapshot of the Careers Systems operating in these areas.

Key Points

Northern Ireland

- The Northern Ireland Carers Service (NICS) provides an all age advice and guidance service;
- It is divided into two branches: Careers Policy and Strategy which focuses on the development of policy and Careers Service Operations which delivers the service;
- Young people are usually introduced to the careers service in school;
- The CSNI offers a number of services to all clients including Labour Market Information (LMI), support in decision making, job matching and career guidance interviews;
- In 2009 a new strategy was developed that provided for the future development of the CSNI;
- Developed jointly by the Department for Employment and Learning and the Department for Education, it highlighted the challenges facing NI's labour market over the coming decades;
- The strategy has five key themes and 18 key actions and focuses on improving, amongst other areas, career education, access to information and quality; and
- The Preparing for Success strategy found that CEIAG in NI was not as good as it could be. The strategy goes on to lay out methods of improvement with Appendix 1 of this paper detailing the progress to date in meeting the objectives of the strategy.

England

- In England the adult career service is called "Next Step" and focuses on encouraging people to make appropriate career decisions and on making skills development the norm;
- It offers a number of similar services to the NICS including LMI;
- An OFSTED report found that there was considerable variation in the quality of advice and guidance provided across England;
- A new strategy for careers guidance in England was launched in December 2011;
- As part of this a national careers service is being developed which will provide information, advice and guidance on careers and includes an online service and a network of organisation's providing face-to-face careers guidance.

Scotland

- Scotland published its CIAG strategy in 2011, seeking to modernise its careers service;
- As part of this, the careers service was amalgamated into Skills Development Scotland (SDS) which took over responsibility for skills development in general and in providing careers guidance;
- One of the main forms careers advice delivery takes is the My World of Work website, which provides an extensive range of information and advice on careers. This includes a personalised account, help with interview skills and information on careers;
- SDS, in a similar manner to NI, provides information to secondary schools, with partnership agreements with individual schools establishing what role the SDS will play in career guidance; and
- The Scottish Government found that the development and implementation of the new careers strategy for Scotland should proceed rapidly to endure the benefits of it can be realised quicker.

Wales

- Careers Wales was established in 2001 following the amalgamation of six regional careers companies;
- Careers Wales is targeted at three main groups: Young people; adults; schools and colleges; employers; and parents, guardians and carers.
- For each of these, CW targets its services to best meet the group's needs;
- Careers Wales, like Scotland, provides a large amount of information via a website, although there are 80 full and part time careers centres across the country;
- In September 2010 a review was carried out which identified a number of areas of improvement including a need to tighten up the system in order to deal with a fragmented approach with a lack of leadership; and
- These changes are currently underway.

Republic of Ireland

- The Republic of Ireland operates a different model than the UK regions. Rather than a single body taking responsibility for the service, individual organisation's deliver careers guidance;
- Guidance in post primary schools is carried out by the schools themselves, with guidance counsellors funded via the Department for Education and Skills;
- Third level institutions (including Higher Education Institutes and Institutes of Technology) provide their own services, with the provision largely concentrated on final year students and recent graduates;
- Guidance includes information on educational and employment opportunities available to students and graduates;
- Adult guidance is provided via organisations such as FÁS. Services are divided into two tiers with Local Employment Service focussed on areas experiencing persistent unemployment and thereby tailored to the needs of individual clients. The main stream employment service staff are more generally involved in short term jobs information and advice;
- A website has also been launched, Careers Directions which provides up to date LMI, opportunities to develop action plans and links to job opportunities;
- The Careers Service in the ROI has been criticised by the OECD for a lack of LMI and for a fragmented system; and
- The system is currently undergoing extensive structural reform.

Executive Summary

Introduction

The following paper discusses the careers services in operation in Northern Ireland, England, Scotland Wales and the Republic of Ireland. It also includes a brief discussion regarding the effectiveness of these services based upon the most recently available information.

Northern Ireland Careers Service

The Northern Ireland Careers Service (NICS) provides an all-age careers information, advice and guidance service. This includes services to schools, the unemployed, graduates and those seeking a career change.

These services are provided via professionally qualified careers advisers based in Careers Resource Centres, Jobs and Benefits Offices and Job Centres across Northern Ireland. An online web resource is also available.

In 2009, a joint strategy by the Department for Employment and Learning and the Department of Education, Preparing for Success, was launched. It provides a strategy and implementation plan for the future development of the careers service in Northern Ireland.

The plan acknowledged that existing system had a number of challenges and weaknesses; including the changing economy and that the previous approach to CEIAG has been inconsistent.

A number of the recommendations in the strategy have been met, with others ongoing concerns, including ensuring that updated Labour Market Information is available to Careers Advisors and to those seeking advice.

England – Next Step

England operates a single careers service, Next Step. Primarily focused on adults, it encourages people to make appropriate career decisions and is designed to change the culture of a client in order to make skills and career development the norm.

It is available to anyone over the age of 19 and can be accessed online, by telephone or face to face.

Careers education is also available in schools but the institution themselves are responsible for securing access to careers guidance for pupils.

As with Northern Ireland, there has been a relatively recent review of the English careers service. New Challenges, New Chances announced the creation of a National Careers Service and will include an online and helpline service for young people and adults, a network of organisations providing face to face careers guidance and will build on the work of Next Steps.

In July 2011 the Minister for Further Education, Skills and Learning John Hayes announced a thematic review of careers guidance. This has yet to be published.

Scotland – Skills Development Scotland

In a similar manner to other UK regions, Scotland published a CIAG strategy in March 2011. Its main intention was to modernise the way career services are delivered in Scotland, with raising people's aspirations and improving life chances a key focus.

Skills Development Scotland (SDS) is a non-departmental under whose remit careers services fall. One of its main focuses is Career Management Skills, with the intention of it becoming an essential skill of the workforce, with increased mobility and flexibility.

One of the main delivery methods for careers advice used by SDS is the My World of Work (MYWoW) website which provides a wide variety of online services including job searches, personalised accounts and interview and CV advice.

SDS also operates an agreement to deliver its services to secondary schools, including one on one career guidance interviews with pupils.

The Scottish Government has made a number of recommendations on further improvements to the careers service in Scotland including exploring private sector investment possibilities, implementing a marketing campaign to promote its services and ensuring a swift pace of work to ensure the revised service is able to benefit individuals as soon as possible.

Careers Wales

Career Wales was set up in 2001 as the national brand name for six regional career companies. Following a review of the careers guidance system in 2009, CW is undergoing large-scale change, including the full integration of the six regional companies which is expected to be completed in April 2012.

CW is available from year 9 in secondary school, with services provided via a dedicated website, careers advisors working in schools, colleges and careers centres across the country.

As mentioned above, a review was carried out which identified a number of areas in need of improvement such as a high degree of fragmentation of services, a lack of leadership and limited and inconsistent links to higher education careers services.

It should be noted that the changes being made in the system have only been recently initiated and as such information on how this has affected careers guidance delivery is limited.

Careers Services in the Republic of Ireland

Unlike the careers services in the UK, the Republic of Ireland (ROI) does not have a single body taking responsibility for careers guidance (such as Careers Service Northern Ireland). Rather CAIG is delivered via a number of bodies, such as secondary schools, further and higher education colleges and FÁS, the training and employment agency.

In addition, information is available via online services, although again these are somewhat diffused, with a number of sites providing information (such as Qualifax and Career Directions).

An OECD review of CAIG in Ireland published in 2010 found that the Career guidance service in the ROI were fragmented and weakly underpinned by LMI.

Recently the Departments responsible for CAIG have under taken a number of changes to the system.. For example, Secondary Schools have seen the allocation of guidance counsellors revised, with the posts now having to be funded directly by the schools rather than via a calculation based on student numbers.

FÁS is also undergoing a number of changes, with it being split between two departments with the education and training aspects being put into a new company called Solas.

Summary

Careers services in NI, GB and the ROI are currently undergoing a period of change, with new strategies and approaches launched in each country seeking to reform and increase the effectiveness of the careers services. The motivation behind these changes seems to be based in a number of factors, including a need to use resources more efficiently. This can be seen in the number of dedicated websites which have been developed in the last few years,

with the services available to the general public expanding considerably. A key example of this is MYWoW in Scotland which serves as the main portal for access to the Careers Service.

This can be seen not only as a method of modernising and extending the reach of a careers service but as a cost cutting measure, with information available via a single, web based source.

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6 Summary

1 The Northern Ireland Careers Service

The following section of the paper discusses the Northern Ireland Careers Service (NICS) including its main functions and the recent changes made under the Preparing for Success strategy.

As stated in its 2010/11 Annual Report[1]:

> *The Careers Service provides an impartial, all-age careers information, advice and guidance service to clients throughout Northern Ireland. This service is available to everyone whether they are employed, unemployed, in training or in education; including students in schools and further and higher education.*

The Service employs 171 people, with 158 FTE posts. Of these, 114 employees were Careers Advisers (104.35 FTE). The NICS is divided into two branches: Careers Policy and Strategy and Careers Service Operations.

1.1 Services provided by the NICS

Careers Advisers provide a service tailored to clients' needs and facilitate decision making towards:

1. Education;
2. Employment;
3. Training; and
4. Career change.

The Careers Service aims to support both young people and adults in making informed career decisions, leading to increased and appropriate participation in education, training and employment.

The service is delivered by professionally qualified Careers Advisers based in Careers Resource Centres/Offices, JobCentres and Jobs & Benefits offices throughout Northern Ireland. Careers Advisers also work with young people in schools, further education colleges and training providers. It should be noted that NICS is an all ages careers service and therefore works with in a wide range of ages.

The NICS is accessible by all age groups, although it is targeted at a post key stage 3 level, although the Department of Education (DE) has introduced careers education which begins (albeit at a very basic level) from age 4.

Young people are initially introduced to the Careers Service in their school, where Careers Advisers provide advice on the options available to them. As stated by the Department for Education (DE)[2]:

> *In order to gain the most social and economic benefit from CEIAG[3] for both individuals and their communities, it is best to start early and to see appropriate career education as part of learners' experiences from age 4 to 19.*

1 Department for Employment and Learning, Northern Ireland Careers Service, Annual Report 2010/11

2 Department of Education, Preparing for Success – A guide to developing effective career decision makers

3 Careers Education, Information, Advice and Guidance

The Careers Service offers support in a number of areas, including[4]:

- Support in career decision making;
- Support with subject choice in school (e.g. GCSE/AS/A-Levels);
- Support in choosing post school options (e.g. Further/ Higher Education, Training/ Apprenticeships);
- Career guidance interviews;
- Job matching; and
- Labour Market Information (LMI) – Industry Fact Sheets.

The NICS also provides information on routes to employment, such as education and training programmes.

The NICS has an important web presence based in NI Direct, with information available on areas such as career planning, education and training and contact information.

1.2 Careers Education in Schools

For school age children, the responsibility for careers education lies with the Department for Education, with schools acting as the main deliverers. Services provided include:[5]

- Taught timetabled provision in relation to personal career planning; and
- Cross-curricular opportunities for the development of employability skills and opportunities for work related learning experience.

As stated by DEL:[6]

> *All post primary schools have teachers designated with responsibility for the design and delivery of a Careers Education, Information, Advice and Guidance (CEIAG) Programme.*

The NICS provides support to post primary schools in the delivery of this programme, with Partnership Agreements in place with 99% of all post primary schools.[7]

1.3 Preparing for Success Strategy

Published in 2009, the Preparing for Success – careers education, information and guidance report[8] provided a strategy and implementation plan for the future development of the careers service in NI.

The document, developed jointly by DEL and DE, highlights challenges facing the Northern Ireland labour market in the coming decades, pointing out that:

- Within the next 20 years Europe will see significant changes to its economy, including a shrinking manufacturing base, a growth in knowledge intensive industries and a resultant need for more jobs requiring higher education qualifications; and
- Northern Ireland itself has limited natural resources and therefore must rely upon its human capital in order to grow the economy.

4 Department for Employment and Learning, Northern Ireland Careers Service, Information, Advice and Guidance

5 Department for Employment and Learning, Careers Strategy update submitted to the Committee for Employment and Learning 30th November 2011

6 Ibid

7 Please note, the remaining 1% consists of 2 schools, one a Special school and the other an Independent

8 Department for Employment and Learning and the Department for Education, 2009 Preparing for Success – Careers Education, Information and Guidance

In order to meet these challenges the strategy had the overall aim to develop effective career decision makers leading to increased and appropriate participation in education, training and employment. This will include:[9]

- Enabling young people to develop the skills to be able to make informed decisions about their education, training and employment options;
- Providing young people with opportunities and experience to develop the essential employability and life skills in order to become effective citizens and employees; and
- Setting in place a framework to ensure people of all ages have access to good quality CEIAG so that they are able to make informed choices and achieve their potential.

The implementation plan for the strategy supports DEL's Success Through Skills Strategy and DE's Revised Curriculum and Entitlement Framework and operates across the two lead departments. Although these are long term strategies, the focus for the delivery of Preparing for Success will initially be 5 years.

The strategy has five themes with 18 key actions in order to ensure its delivery. The themes are:[10]

- Improving careers education: the need to strengthen and develop careers education including the essential elements of career planning, careers information, work-related learning and employability skills;
- Improving access to careers information: including the provision of accurate, user-friendly labour market information and the development of the Careers Service website as an information hub;
- Improving the provision of careers advice and guidance: improving facilities and access for young people, adults and in particular both young people and adults vulnerable to social exclusion;
- Improving quality: through the use of Education and Training Inspectorate (ETI) Quality Assurance Indicators - this includes the development of an evidence based approach; and
- Improving professional development: through the development of a qualifications framework and provision of appropriate continuous professional development.

1.4 Effectiveness of NICS

In the Preparing for Success strategy's conclusion it is stated that:[11]

> *The provision of careers education, information, advice and guidance services for young people and adults is not as good as it could be. The approach to CEIAG has been inconsistent; careers information and facilities are variable; and there have been inconsistencies in the qualifications, training and competence of staff involved in the provision of CEIAG services.*

It goes on to state:

> *We want to do more to raise levels of achievement for all, moving beyond measures of success in external examinations, but to placing a high value on excellent pastoral care, to the fostering of a spirit of good citizenship and to giving priority to ensuring all learners become effective career decision makers with a strong desire for life-long learning.*

9 Ibid

10 Ibid

11 Ibid

The table in Appendix 1 details the most recent information available from DEL regarding the implementation of the strategy (including information from the Preparing for Success Implementation Report, published in March 2011 and a briefing paper from the Northern Ireland Careers Service to the Committee for Employment and Learning in November 2011).

A number of the actions expected to have been completed are still in progress and reasons for any delays are detailed beside the appropriate responses.

In November 2011, the CSNI made a report to the Committee for Employment and Learning regarding the progress of the Preparing for Success strategy. In this presentation areas for further work were identified:[12]

- **Careers information**: potential for further work to develop a multi-channel approach including internet, telephone text and social media;
- **Careers advice and guidance**: there is a need to further test the careers Resource Centre model in a rural setting;
- **Improve linkages** with the Employment Service to ensure that unemployed and economically inactive clients are referred to the NICS when appropriate;
- **Quality**: the NICS is in the process of acquiring Matrix accreditation for its delivery of guidance and advice; and
- **Professional development**: work is ongoing to provide relevant professional development for careers teachers.

The NICS is currently undertaking an evaluation process to identify the impact of the work of the Careers Service on individual career decision making and to agree indicators of impact on the economy and society.

In regards LMI, a recent publication, the Success Through Skills Employer Engagement Plan, states that:[13]

> *While there is a large amount of labour market information currently available to help inform career choices, it is not always presented in a way that is easily understood by many of the Department's customers*

The plan goes on to state that work will be carried out to make LMI more accessible to a variety of stakeholders including careers teachers, employers and the unemployed.

The NICS has made a large number of changes to its service over the last decade, with an extensive long term strategy in place for its future growth and improvement. As can be seen in Appendix 1, there are still areas undergoing changes to improve service delivery and acknowledgement in a number of NICS documents that further work is needed.

However, the system that is currently in place is largely effective, providing delivery to all ages, with a number of access points (schools, via the internet, job centres and dedicated resource centres).

12 Department for Employment and Learning, Careers Strategy update submitted to the Committee for Employment and Learning 30th November 2011

13 Department for Employment and Learning, March 2012, Success through skills – transforming futures: Employer Engagement Plan http://www.delni.gov.uk/success-through-skills-employer-engagement-plan.pdf

2 England

As with Northern Ireland, each region of Great Britain delivers its own Careers Service. This section of the paper will discuss the careers services in England, Wales and Scotland.

Currently, England operates a single careers service, Next Step. Next Step is the adult careers service and:[14]

> *…provides information and advice to support adults in making appropriate decisions on a full range of learning and work opportunities.*

Next Step encourages people to make appropriate career decisions, and is designed to change the culture of the client, making skills and career development a norm.

Indeed, as stated in a Skills Funding Agency[15] publication:

> *Next Step will promote aspiration, by giving people the power to improve their skills, and through that, their lives. As well as providing information and expert advice, the service will encourage and support people to help themselves, and to remove the barriers that stand in their way.*

Next Step is available to all adults, 19 and over, (or 18 and over if a Jobcentre Plus customer) in England. Its services can be accessed online, by telephone, or face-to-face, and provides information, advice and resources to help adults make more effective choices about skills, careers, work and life.

The service is available via a website that acts as a first contact site and offers a number of its services such as skills assessment, online labour market information and course finders. In addition, the website provides contact points (such as email addresses and telephone numbers) to allow individuals to access additional information and support.

Next Step offers a number of services to clients, including:[16]

- professional information and advice on careers and skills;
- access to up-to-date labour market information, which reflects national, sectoral, regional and local intelligence;
- a personal Skills Health Check that will provide the individual with an assessment; this online tool will diagnose an individual's strengths and areas of development information to raise awareness of an individual's potential entitlements to public funding to support learning; and
- access to up-to-date information on courses, through the Next Step Course Directory.

Next Step advisers can provide individuals with support in areas such as developing a CV, job searches, exploring career options and developing a personal action plan.[17]

It should be noted that this system is currently being redeveloped.

The strategy document New Challenges, New Chances, launched in December 2011 announced the creation of a National Careers Service as part of its reform of the Further Education (FE) and skills system. [18]

14 Next Step, About Us https://nextstep.direct.gov.uk/aboutus/Pages/default.aspx

15 The Skills Funding Agency is the parent body of Next Step

16 Skills Funding Agency, Introduction to Next Step, the adult careers service http://readingroom.skillsfundingagency.bis.gov.uk/sfa/Next_Step_Communications_Briefing_-_Updated_September_2011.pdf

17 Ibid

18 Department of Business, Innovation and Skills, December 2011 New Challenges, New Chances

The National Careers Service will provide information, advice and guidance on careers, skills and the labour market, covering further education, Apprenticeships and other types of training, and higher education. It will comprise:[19]

- An online and helpline service available to young people and adults, including a new website using the latest technology;
- A network of organisations providing face to face careers guidance in the community to adults (defined as those aged 19 and over, although the Service will support those aged 18 and over who are jobseekers); and
- It will have the capacity to help 700,000 adults face to face each year; and handle up to 1 million telephone advice sessions and 20 million online sessions.

The National Service is intended to build on the work of the Next Steps service and have a presence in a wide range of organisations, including FE colleges, community centres, shops and places of worship. In addition, from January 2012, BIS will pilot new forms of co-location with other organisations.

For those people still in full time secondary school based education, schools themselves will be responsible for securing access to independent, impartial careers guidance for their pupils. The Department for Education provides statutory guidance to help schools discharge this duty, and support the sharing of best practice.

2.1 Effectiveness of Career Guidance in England

An OFSTED report in 2010 reviewed the effectiveness of Careers Guidance in England.[20] The report made a number of conclusions, including:

- There was considerable variation in the quality of advice and guidance and, in particular, a failure to meet the needs of some of the most potentially vulnerable young people;
- In the secondary schools visited, support for students with special educational needs, learning difficulties and/or disabilities, and looked after children was particularly good. Every school visited arranged additional interviews and support for them; and
- When careers education was provided by the schools themselves, its quality varied considerably and the provision was perfunctory in some of the schools visited. Not all the staff teaching it had enough knowledge or experience to do this effectively. The provision of information, advice and guidance about the options available to students at the age of 16 was not always sufficiently impartial.

In July 2011, John Hayes the Minister for Further Education, Skills and Lifelong Learning, announced a thematic review of careers guidance, to be undertaken by OFSTED.[21] Conversations with OFSTED have found that this report is yet to be completed.

As mentioned above, a new national careers service is being introduced to England which will impact upon the operations and careers guidance in the country. As such it is not possible to state how this new system will affect careers guidance or future employment at this time.

19 Ibid

20 OFSTED, March 2010, Moving through the system – information, advice and guidance http://www.ofsted.gov.uk/filedownloading/?file=documents/surveys-and-good-practice/m/Moving%20through%20the%20system%20-%20information,%20advice%20and%20guidance.pdf&refer=0

21 Department for Business, Innovation and Skills, 7 July 2011, Association for Careers Education and Guidance Annual Conference, John Hayes Speech http://www.bis.gov.uk/news/speeches/john-hayes-association-for-careers-education-conference-2011

3 Scotland

The Scottish Government is committed to all-age, universal careers services with more and better support for those who need it most; services which are independent, high quality, impartial, informed, supportive of equal opportunities and confidential.[22]

The careers service in Scotland has been developed to support all learners at any age and stage of career development, whether they choose to learn at school or college, or to develop their career management skills in a work-based or non-formal setting.

This strategy was developed relatively recently with, in a similar manner to Northern Ireland, Scotland publishing its own CIAG strategy in March 2011.

The main rationale behind this was in order to modernise the way career services are delivered, with a focus on raising people's aspirations, improving their life chances and realising their potential.

Key actions being taken forward to implement the Careers Strategy include:[23]

- Developing frameworks: This includes a Career Management Skills framework, Labour Market Information and Intelligence framework, Quality Improvement for Career Services framework and Qualifications and Continuous Professional Development for the careers workforce framework;
- Developing greater functionality across My World of Work (MYWoW);
- Improving the capability and use of the National Learning Opportunities Database;
- Improving data-sharing and developing, where appropriate, joint online solutions, including considering a common application process for colleges; and
- Streamlining employer access to skills advice and support.

Skills Development Scotland is one of the main deliverers of this strategy.[24]

Created in 2008, Skills Development Scotland (SDS) is a non-departmental public body which brought together the careers, skills, training and funding services of Careers Scotland, Scottish University for Industry (Learndirect Scotland) and the Skills Intervention arms of Scottish Enterprise and Highlands & Islands Enterprise.

SDS has as one of its main, ongoing objectives to make Career Management Skills (CMS) a core part of the development of Scotland's workforce. It is expected that this focus will help create a more flexible and mobile workforce which will support both the individual and businesses. Indeed, SDS intends for CMS to become an Essential Skill.[25]

SDS delivers careers advice through MYWoW an interactive website which was launched in August 2011. The World of Work website is accessible by everyone and is used as a support tool for career guidance in schools.

By making use of new technologies, this service extends the reach of Careers Services, including in to very remote areas. It provides dynamic, interactive ways for people to access careers information, as well as tools to help develop career management skills to make informed learning and career choices.

22 Scottish Government, March 2011 Career Information, Advice and Guidance in Scotland http://www.scotland.gov.uk/Publications/2011/03/11110615/0

23 Scottish Government, Career Information and Guidance http://www.scotland.gov.uk/Topics/Education/skills-strategy/adviceandguidance

24 Skills Development Scotland, Our Journey http://www.skillsdevelopmentscotland.co.uk/our-story/our-journey.aspx

25 Scottish Government, 2011, Review of Post – 16 Education and Vocational Training http://www.scotland.gov.uk/Publications/2011/08/15095448/8

MYWoW provides the following online services:[26]

- **My Interview**: Helps people with no experience of job interviews to understand what to expect;
- **Job search**: Job search facility for vacancies across Scotland;
- **My CV**: Users can build, edit and store up to five CV's;
- **Course choices**: Search engine to look for learning and training opportunities;
- **My Account**: Personalised account;
- **My DNA**: Personality quiz;
- **My Strengths**: Online quiz to determine individual strengths; and
- **Careers A-Z**: Suggests careers that match strengths/personality.

The website also provides information for parents and carers, young people, those having problems at work and the unemployed.

The MYWoW website also provides information for secondary school age children and information for teachers that can be used to support learning. Indeed, as stated in the CIAG:

> *Schools are key deliverers of Career IAG for young people.*

As with the NICS, SDS operates a series of individual agreements with schools in order to deliver its services. Based upon a published partnership agreement, SDS delivers the following services to schools:[27]

- Promote SDS web based products and services;
- Promote information and advice services available through the SDS telephone helpline;
- Promote the products and services available through calling at the local SDS careers centre;
- Offer 1:1 career guidance interviews to pupils identified by school staff or by self-referral as requiring specific help to make a positive transition from school;
- Advice/assist school in organisation and delivery of local events; and
- Attend parents/information evenings as agreed with school and SDS management.

3.1 Review of Scotland's Career Guidance

As with NI, England and Wales, Scotland has only recently introduced a new CIAG strategy, with changes ongoing within the system reflecting these changes in policy.

The recent reform of the system means that there is little data on how effective the CIAG strategy has been, although in regards MYWoW a number of potential benefits have been identified by the Scottish Government. These are:[28]

- **Customer service experience**: MyWoW is a 24/7 service offering interactive ways of accessing and sharing information, advice and guidance. With its new service SDS will be able to provide enhanced services to a larger portion of the public;
- **Customer feedback and co-design**: the service provides different ways in which customers can rate products and services, thereby contributing to the design and improvement of future online resources;

26 My World of Work, http://www.myworldofwork.co.uk/

27 Skills Development Scotland, Partnership Agreement Skills Development Scotland and School 2011-2012

28 Scottish Government, August 2011, Review of Post – 16 Education and Vocational Training http://www.scotland.gov.uk/Publications/2011/08/15095448/8

- **Innovation**: the architecture of MyWoW makes use of current web technologies using open and common standards to allow future innovation to be exploited;
- **Scalability**: MyWoW provides a robust platform on which SDS can scale up the provision of services, providing a platform on which further applications can be added.

Whilst no evaluation of the reformed system has been identified, the Scottish Government has made a number of recommendations to ensure the delivery of the new strategy is carried out effectively. These are:[29]

- Development and implementation work must proceed rapidly on the Scottish Government's CIAG strategy and SDS's work on MYWoW and CMS in order that the benefits of the investment can be realised by individuals and employers in Scotland as soon as possible;
- SDS should continue to explore private sector investment partnership possibilities for the subsequent products and services that will be developed in the CIAG area, so that constraints on public funding do not impede the development and roll-out of next generation digital services; and
- At the appropriate time, a major marketing effort should be mounted to get MYWoW embedded in every school, college, training facility, employability programme and Jobcentre in the country, and adopted by employers as a resource of choice.

4 Wales

Careers Wales (CW) was set up in 2001 amalgamating six regional careers companies across Wales under one national brand name. The Welsh Government currently contracts with the six companies to deliver a wide range of careers services across Wales. Each company is funded separately by the Welsh Government and has its own Chief Executive and board of directors.[30]

It should be noted that following a review of the careers guidance system in Wales in 2009, CW is currently undergoing large scale change (this will be discussed in more detail later in this section). As part of this restructuring, the six regional companies will be fully amalgamated into one organisation, with this expected to be completed in April 2012.

As they currently operate, the CW companies work in partnership together with a wide range of other organisations at local and national level.

CW has the following key aims:[31]

- To help individuals to move successfully into education, training and sustainable employment and make informed decisions about their careers and learning options;
- To encourage individuals to be ambitious about their careers and personal goals and committed to lifelong learning;
- To be acknowledged as the high quality market leader in lifelong career planning and education business links; and
- To make a positive, expert contribution to national curriculum development and relevant debate about adult and young person's career development.

The Welsh Careers Service is available from Year 9 in Secondary School (13-14 year olds) with services available via a dedicated website and through Careers Advisers working directly with schools and colleges.[32]

29 Ibid

30 Careers Wales, http://www.careerswales.com/server.php?show=nav.5334&outputLang=

31 Ibid

32 Ibid

Services provided by CW are targeted at a number of different groups:

- **Young People**: Careers Advisers work with young people, using individual interviews and group activities to help them make well informed and realistic decisions. Young people are encouraged to reach their full potential and consider all their options including academic and vocational routes and non-traditional male/female roles. Support continues when young people leave school or college. It also provides a vacancy and placement service for those seeking employment and training and the Youth Gateway programme uses innovative methods to boost job search skills, confidence building, motivation and personal aspirations. Specialist support is available for those with additional needs;
- **Adults**: CW provides help and support for adults who are unemployed, thinking of changing career, returning to work or learning after a break, facing redundancy, seeking promotion or looking to develop within their current job role. Services include guidance interviews, help with CV preparation and information giving;
- **Schools and Colleges**: Careers Advisers work in all secondary schools and FE colleges across Wales, providing specialist guidance to young people through individual interviews and group sessions. They co-ordinate a wide range of education business activities to enrich and support the curriculum, including work experience placements, enterprise and business awareness sessions and teacher and lecturer placements. Training and support is available for teachers and the CW can advise on innovative ways to deliver careers and work related education. Institutions are encouraged and supported to work within the new Careers and the World of Work framework for 11-19 year olds. The website is the forefront of delivering the new 14-19 Learning Pathways online options menu;
- **Employers**: provide a range of free tailored Business Support Services. CW can offer help with recruitment and selection of school and college leavers including vacancy advertising service, advice on Workforce Development and counselling for staff facing redundancy. They actively encourage and facilitate involvement in Education Business Partnership (EBPs) activities which help prepare young people for the world of work; and
- **Parents, Guardians and Carers**: CW recognises that parents have a key influence on the career decisions of young people. As such it welcomes contact from parents and can provide information and advice to help support thir child with their career decisions.

In addition to the website, careers information, advice and guidance can be accessed at:

- Around 80 full and part-time Careers Centres and Careers Shops across the country;
- Through mobile units covering mid-Wales;
- The Learning and Careers Advice telephone helpline;
- Various community venues such as libraries and adult education centres; and
- Through a Careers Adviser in school or college (students only).

As with the other Careers Services in the UK, Wales acknowledges that LMI plays an important role in a modern careers service.

4.1 The reform of the Welsh Careers Service

In September 2010 the Welsh Assembly Government commissioned a review of the Welsh Careers Service, with a focus on ways to improve the workings between organisations.

The review identified a number of areas in need of improvement, including:[33]

- The Welsh Career Services involve a wide range of service providers, client groups and other stakeholders. Collectively, the service providers currently constitute a fairly loose

33 Welsh Assembly Government, September 2010 Future Ambitions: Developing careers services in Wales

'system'; and, although this system has some strong features, the current degree of fragmentation and lack of leadership limits its efficacy, efficiency and coherence;

- Links between CW and the higher education careers services were limited and inconsistent; and the higher education careers services themselves vary substantially in terms of their service 'offer' to aspirant, current and former students; and
- There was also a need to build the careers education and signposting capacity of personnel in many of the service providers within the wider careers services family – such as careers teachers and careers and work experience coordinators and learning coaches in schools and colleges.

In addition, the review recommended the amalgamation of the various services on offer. As discussed above, a number of these reforms have been instituted, with the most recent annual report on CW stating that through Education Business Partnerships, a wide range of activities were facilitated to help schools and colleges to work with employers and provide better focused and higher quality work related learning and experiences for young people, raising aspirations and challenging all forms of stereotyping.[34]

The Review recommended a number of changes to CW with the organisation acting swiftly to redevelop and reorganise in order to deliver its services in a more effective manner.

As with the other UK regions CW is making active use of an online presence in order to expand the delivery of its services.

However, it should be noted that the changes to the system have only been recently introduced and as a result the implications of a reformed careers service on employment and career aspirations are not yet known.

5 Republic of Ireland

Unlike the career services in the UK, the Republic of Ireland (ROI) does not have a single body responsible for careers guidance. Rather, this role is spread across a number of organisations, targeting specific age groups and circumstances, with careers advisers employed by a variety of organisations (for example a careers adviser will be employed by a secondary school and the post funded by the Department for Education and Skills, rather than a NICS careers adviser delivering services to a secondary school as in NI).

5.1 Guidance in Post Primary Schools

Guidance at school levels (both secondary and post leaving certificate level) is not a focussed careers service. At the discretion of school principals, guidance councillors divide their time between careers work and personal counselling which they may also need to balance with teaching curricular subjects. It should be noted that guidance is an entitlement under the Education Act 1998. As stated in the legislation, recognised schools should:

> *…ensure that students have access to appropriate guidance to assist them in their educational and career choices.*[35]

34 Career Wales, Annual Report 2010/11 http://annualreport.careerswales.com/index.html

35 Department of Education and Science, May 2005 GUIDANCE PROVISION IN SECOND LEVEL SCHOOLS http://www.ncge.ie/documents/ppt12_05.doc

The direction provided by the Department or Education and Skills in 2005 states that guidance should be a whole school activity that is integrated into all school programmes[36]. Indeed:

> *Each school is expected to develop a school guidance plan as part of its School Plan and this plan should include provision for supporting the needs of pupils at junior cycle.*[37]

Prior to September 2012, the hours of guidance available to a school are allocated based on the number of pupils enrolled in the school (for example for a secondary school with more than 1,000 pupils 47 hours of guidance are made available per week).[38]

However, in September 2012 a new system will come into place, with schools having to manage guidance provision from within their standard staffing schedule allocation rather than claiming provision based on the number of pupils.[39]

5.2 Guidance at Third Level

All of the Universities and most of the Institutes of Technology (IoT) offer a careers service to students. The provision is largely concentrated on final year students and recent graduates. Generally, the guidance-staff to student ratio is much lower than is the case at secondary level.

These Careers Advisory Offices provide information on educational and employment opportunities to students and graduates. Students can meet with a Careers Adviser for educational and career guidance.

Universities and the IoTs are not required by the state to offer careers services and as such the provision can differ across the sector. The main roles and tasks of the Careers Adviser include:[40]

- General management;
- Information management;
- Teaching/coaching guidance activities;
- Counselling;
- Advice;
- Assessment;
- Referral;
- Advocacy;
- Follow up; and
- Employability skills.

For example, Trinity College Dublin (TCD) provides a number of services to students via its Careers Advisory Service.[41] The services available at TCD include access to Careers advisors, guidance tools, a careers information centre and an online resource;

36 Ibid

37 Ibid

38 Ibid

39 Department of Education and Skills February 2012, Staffing arrangements in post-primary schools for the 2012/13 school year

40 National Centre for Guidance in Education, Guidance in Higher Education, http://www.ncge.ie/higher_guidance.htm

41 Trinity College Dublin, Careers Advisory Service, http://www.tcd.ie/Careers/students/

5.3 Adult Guidance

FÁS, through its employment placement and training services is strongly involved in providing guidance service to its primary client groups, namely adult job seekers, apprentices and people with disabilities. Its services are not restricted to these groups however. Any adult can book an interview with a FÁS career advisor.

While FÁS guidance services are technically available to all adults, a more intensive guidance service engagement is reserved for those with greatest need, i.e. the target group's outlined above.

CG in FÁS is under the remit of employment services and comprises mainstream FÁS services available regionally and in major population centres and the local employment service (LES) which is focused on areas experiencing persistent unemployment. The services provided by LES are tailored to the needs of each individual client and the local environment within which they operate.[42]

As such LES frontline staff are usually involved in providing more long-term case-managed forms of support including needs assessment, in-depth guidance, counselling and employer mediation services as necessary. LES offices also provide Labour Market Information (LMI).

Main stream employment service guidance-staff are typically involved in providing short-term careers/jobs information and advice.

Also available is the Careers Directions website, which provides up to date LMI, development of individual action plans, links to specific job opportunities and several other online features for individuals seeking careers advice.[43]

The ROI government has published "Pathways to Work" a strategy development to encourage employment growth in the country. One of its objectives is to reform institutions to deliver better services to the unemployed – it goes on to state that this will be met through the establishment of a single "one stop shop" public employment and benefits service in the National Employment and Entitlement Service (NEES) with clear targets for rolling out a new approach which includes:

> *…the provision of appropriate career guidance support as part of the engagement and referral system.*

It should be noted that FÁS itself is being altered under the ongoing changes. Its functions will be divided between the Department for Education and the Department of Social Protection.

A new organisation, Solas[44], operating under the aegis of the Department of Education and Training will take on further education and training with The Department of Social Protection will take responsibility for programmes such as the community employment schemes.[45]

5.4 Effectiveness of ROI Careers Guidance

Whilst Careers Guidance in the ROI is provided at all levels, an OECD review of vocational education and training for the nation found that:[46]

42 FÁS, Local Employment Service http://www.fas.ie/en/Job+Seeker/Local+Employment+Service/default.htm

43 FÁS, Annual Report 2010, http://www.fas.ie/NR/rdonlyres/0E1ECECB-6A1E-46C3-A43E-146111B99629/0/AnnualReport2010.pdf Also see Career Directions www.careerdirections.ie

44 Seirbhísí Oideachais Leanunaigh Agus Scileanna Translation: Continuing Education and Skills Service

45 RTE, 27 July 2011, SOLAS to replace FÁS as training agency http://www.rte.ie/news/2011/0727/solas.html

46 OECD, February 2010, Kis, V. Learning for Jobs: OECD Reviews of Vocational Education and Training – Ireland http://www.oecd.org/dataoecd/2/6/44592419.pdf

Career guidance services are fragmented and weakly underpinned by information on labour market opportunities.

The review also found that:

- **Awareness and use of LMI is insufficient**: Career guidance professionals in schools rarely use LMI as they find the information not adapted to the guidance context. A study also found that many potential students do not know about the availability of LMI and very few use it;
- **Sources of online career information are fragmented, making their use difficult**: A number of sites are available (such as Career Directions or Qualifax) but these only cover some elements of programmes available. A survey found it hard to identify the relevant site with high quality information as a simple search online gave various and separate sources of information. Indeed, in the course of writing this paper, it was surprisingly difficult to find information on careers guidance and services available in the ROI, with data found on multiple websites and publications and what appeared to be no central source of careers guidance.

Ease of access to information is highlighted in the OECD report as being an essential part of career guidance in order to ensure its effective use. This information should not only be easily available to those seeking advice but to those expected to deliver it (such as Careers Advisers).

The report recommended that a single, comprehensive website for career guidance be created in order to provide accurate, up to date information.

In regards the changes being introduced to the allocation of staffing funds to secondary schools, it should be noted that schools are still under the obligation set out in the Education Act 1998, i.e. that schools:[47]

…ensure that students have access to appropriate guidance to assist them in their educational and career choices

As such, it could be said that this will put an additional strain on the budgets of secondary schools in order to meet Departmental targets.

It should be noted that the Government of the Republic of Ireland has begun large scale structural reform of the vocational training and guidance institutions.

FÁS itself is being altered under the ongoing changes. Its functions will be divided between the Department for Education and the Department of Social Protection.

A new organisation, Solas[48], operating under the aegis of the Department of Education and Training will take on further education and training with The Department of Social Protection will take responsibility for programmes such as the community employment schemes.[49]

Consultations are currently underway regarding how organisations such as Solas will deliver their services.

These reforms also encompass the further education system and should result in a tighter, less fragmented system under which career guidance will be delivered. The final structure of this system and how it will be delivered is yet to be finalised.[50]

47 Department of Education and Skills February 2012, Staffing arrangements in post-primary schools for the 2012/13 school year

48 Seirbhísí Oideachais Leanunaigh Agus Scileanna Translation: Continuing Education and Skills Service

49 RTE, 27 July 2011, SOLAS to replace FÁS as training agency http://www.rte.ie/news/2011/0727/solas.html

50 Based upon conversations with NGCE staff.

6 Summary

Careers services in NI, GB and the ROI are currently undergoing a period of change, with new strategies and approaches launched in each country seeking to reform and increase the effectiveness of the careers services. The motivation behind these changes seems to be based in a number of factors, including a need to use resources more efficiently. This can be seen in the number of dedicated websites which have been developed in the last few years, with the services available to the general public expanding considerably. A key example of this is MYWoW in Scotland which serves as the main portal for access to the Careers Service. It offers a large variety of services with additional services (such as face to face advice) are available if needed.

This can be seen not only as a method of modernising and extending the reach of a careers service but as a cost cutting measure, with information available via a single, web based source.

Another important change in focus is ensuring that LMI is readily available. Up to date and accurate LMI plays an important role in career development. It serves as a cross over point between individual's aspirations and business needs. Accurate LMI helps to ensure that future skills needs are met, or at the very least, identified.

Whilst the UK regions have undertaken a number of changes to LMI, the ROI has not had a similar focus, and whilst information is available via the internet, it is not especially detailed and indeed has been criticised in an OECD review as:[51]

> *Awareness and use of labour market information – about where the employment opportunities are and are likely to emerge – is insufficient.*

The modernisation of careers services highlights the increasing value being placed on the service, with researchers finding that an effective CS can have a significant impact on future employability and the subsequent economic wellbeing of individuals, businesses and nations - Watt[52] argues that in terms of the labour market, an effective careers service acts as Adam Smith's invisible hand[53] through providing informed guidance and advice to individuals seeking employment in certain industries and matching this against future labour market needs.

Watt goes on to state that when considered in these terms, CEIAG acts as a bridge between VET courses and the world of work, meshing together the goals of employers (such as meeting demand for certain skills) and the demands of advisees (who may wish to seek out a specific career, or may only have an inkling as to what to do with their skills).

The focus for all the Careers Services discussed in this paper is very much around ongoing reform, with the intention of ensuring the services meet the needs of individuals and businesses. As these reforms are still at an early stage, whether or not they will be successful remains to be seen.

Appendix 1: Preparing for Success Implementation Report

Number	Key Action	Status	Points of Interest
1	Establish a CEIAG Steering Group to oversee implementation and evaluation of the Strategy.	Achieved	Expanded to include representatives from FE, HE and school sectors

51 OECD, February 2010, Kis, V. Learning for Jobs: OECD Reviews of Vocational Education and Training – Ireland http://www.oecd.org/dataoecd/2/6/44592419.pdf

52 OECD, Watts A.G. September 2009, The Relationship of Career Guidance to VET

53 "By preferring the support of domestic to that of foreign industry, he [the business owner] intends only his own security; and by directing that industry in such a manner as its produce may be of the greatest value, he intends only his own gain; and he is in this, as in many other cases, led by an invisible hand to promote an end which has no part of his intention." Smith, Adam, The Wealth of Nations, Book IV, Chapter II

Number	Key Action	Status	Points of Interest
2	DE and DEL to commission a review of CEIAG in 2014.	On Track	-
3	DE to publish CEIAG Map and Guide and issue to all schools, FE Colleges and training organisations by January 2009.	Achieved	-
4	By March 2009, establish a Business Engagement Working Group to support schools and colleges in the provision of work-related learning.	In Progress	Delayed as a result of additional engagement with stakeholders (no date provided for revised expected implementation date).
5	Maintain funding for employability and work related learning initiatives to March 2010.	Achieved	-
6	Implement the STEM Careers action plan by April 2009.	Achieved	-
7	Appoint an information champion in the Careers Service to develop quality and accessibility of labour market information and ensure that careers staff are appropriately trained by December 2009.	Achieved	-
8	To develop a Careers Information hub to improve access to up-to-date labour market information by September 2010.	In Progress	Careers Service website up and operating as main information hub. Work currently ongoing to refresh the design and content of the website, including discussions with officials across the UK on developing other technologies.
9	By September 2009, the Careers Service to recruit additional careers advisers to address the need for increased CIAG at Year 10.	Achieved	-
10	By September 2009, establish effective partnerships between all post primary schools, further education, training and apprenticeship providers and the Careers Service to ensure delivery of high quality, impartial careers advice and guidance to young people.	In Progress	By March 2011, 99% of all post Primary schools had partnership agreements in place. Work is progressing in developing partnerships to support Training for Success and Apprenticeship contracts and agreeing formalised agreements with the FE sector.
11	Establish appropriate facilities for the delivery of Careers Information, Advice and Guidance to young people and adults by March 2013.	In Progress	-
12	Develop CEIAG parental support package by December 2010.	In Progress	Some progress made with further work to be carried out in 2011/12 as a priority.

Number	Key Action	Status	Points of Interest
13	By 2010 to have in place effective provision for CEIAG for young people and adults vulnerable to social exclusion.	In Progress	Careers Service involved in the development of the NEETs strategy and other ongoing projects which are reviewing current practice regarding career service delivery to young people and people with disabilities.
14	By September 2009, to have procured effective provision to support DEL in the delivery of adult guidance services.	Achieved	-
15	Agreed ETI Quality Standards to be adopted on publication in January 2009.	In Progress	Piloting ETI Quality Standards in two operational units. In addition, standalone facilities are being reassessed following the revision of the UK Matrix Standard and is expected to be completed by March 2013. A DEL paper to the Committee for Employment and Learning identified that ETI Quality Indicators have been introduced in Schools (November 2011)
16	Impact measures and performance indicators to be developed by March 2010.	In Progress	Large number of inspections carried out. However, it should be noted that the Implementation Report does not state what measures and performance indicators have been developed - rather it discusses inspections carried out, links between organisations and participation at EU level. A project to define impact measures was due to report at the end of June 2011 – Discussions with Careers Service representatives found that this work is still ongoing, with it difficult to set impact measures and performance indicators as a result of the nature of the services work.
17	Effective qualification and CDP frameworks to be developed for all involved in CEIAG by March 2013.	In Progress	Work is ongoing to provide relevant professional development for careers teachers, with DE commissioning the development of 4 modules.
18	A forum of delivery partners to be established by September 2009.	In Progress	The establishment of a local CEIAG Forum has been put on hold pending developments at a national level.

July 2012 - RaISE - Response to Questions following CEIAG Briefing

17 July 2012 NIAR 520-2012

Eóin Murphy

Response to Questions following CEIAG Briefing

1 Introduction

The following paper provides a response to follow-up questions by the Committee for Employment and Learning after a briefing by RaISe on Careers Education, Information, Advice and Guidance (CEIAG).

2 Committee Questions and Responses

2.1 How often is CEIAG assessed and when was the most recent assessment?

A formal review of the Planning for Success strategy is planned for 2014. However, the Department for Employment and Learning, and the Department for Education carried out a snap shot review of the Strategy's progress in March 2011. This Implementation report is available at: www.delni.gov.uk/preparing-for-success-implementation-report-march-2011.pdf

2.2 Statutory Requirements for Careers Education in schools in England, Wales and Scotland

England:

As stated in Department for Education Guidance:

> *Schools will be free to make arrangements for careers guidance for young people that fit the needs and circumstances of their students, and will not be required to engage with any one particular provider.*[1]

The Department for Education provides statutory guidance on how schools in England are expected to provide CEIAG.

The Guidance states that:

> *Careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given. Careers guidance must also include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options.*[2]

1 Department for Education, The role of schools and local authorities in careers guidance http://www.education.gov.uk/a0064052/the-role-of-schools-and-local-authorities-in-careers-guidance

2 Department for Education, Participation Division, March 2012 The Duty to secure independent and impartial careers guidance for young people in schools

The UK government's general approach is to give schools greater autonomy in how they meet their statutory obligations. These obligations are:[3]

- Securing access to independent face-to-face careers guidance;
- Assuring the quality of external providers of careers guidance;
- Providing other careers activities for young people;
- Ensuring adequate support for pupils with special educational needs (SEN) or disabilities;
- Working with local authorities; and
- Working with education and training providers.

Wales:

In Wales, the Government sets out the requirements for CEIAG for ages 11-19 and is, as such, part of the basic curriculum.[4]

However, as stated in the Framework document:

> *The requirements of this framework will not be achieved simply by classroom teaching. The person who coordinates CWW [Careers World of Work] will need to ensure that a wide range of partners are involved in the delivery of this area of the curriculum. These will include subject teachers/tutors making their own area of the curriculum relevant and interesting by using the world of work as a context for learning. Equally it will involve Careers Wales, employers, entrepreneurs, advisers, parents, trainers and community groups offering relevant opportunities related to their own areas of expertise.*[5]

A range of learning outcomes for each stage of development (from Key Stage 3 on) are identified by the government, such as:[6]

- Learners should be able to develop their skills, attitudes and values through a range of contexts;
- Learners should be given the opportunity to use a variety of sources to find information about their career ideas, differentiating between information and promotional material; and
- Learners should be given the opportunity to select, compare and interpret data from a variety of situations relevant to their own needs.

The Framework also points out that:

> *…understanding of the world of work can begin at any age. In particular, the Key Stage 2 learning outcomes for personal and social education (PSE) include a requirement for students to consider the range of jobs carried out by people in their community.*[7]

Scotland:

> *The Scottish Government is committed to all-age, universal careers services with more and better support for those who need it most; services which are independent, high quality, impartial, informed, supportive of equal opportunities and confidential.*[8]

3 Ibid

4 Welsh Assembly Government, Careers and the World of Work: a framework for 11 – 19 year olds in Wales

5 Ibid

6 Ibid

7 Ibid

8 Scottish Government, March 2011 Career Information, Advice and Guidance in Scotland http://www.scotland.gov.uk/Publications/2011/03/11110615/0

The careers service in Scotland has been developed to support all learners at any age and stage of career development, whether they choose to learn at school or college, or to develop their career management skills in a work-based or non-formal setting.

Discussions with Officials from Scotland's Education Service identified that:

> *The curriculum in Scotland is not, and has not been, determined by statute or regulation, other than the requirement to provide religious education. Curriculum for Excellence has been developed following extensive engagement and consultation with all education stakeholders over several years and it aims to raise standards for all young people through a more flexible, coherent and enriched curriculum. The principles of curriculum design have been agreed as challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. As Curriculum for Excellence is non-prescriptive, it is a matter for schools and local authorities to respond to the needs of the learners and to decide what to teach within broad curricular guidance.*

Schools are key deliverers of Career IAG for young people.[9] Career-related learning and the development of career management skills offer a valuable context in which young people can develop the capacities of Curriculum for Excellence.

Moreover, Building the Curriculum (an implementation guide for the Curriculum for Excellence) makes clear that learning and teaching should harness the experience and expertise of different professions in order to develop young people's enterprise and employability skills and help them plan for the future.

Careers education is built into the curriculum for Scottish schools. As stated in the 2009 curriculum:[10]

> *Career management skills should be set within the establishment's wider approach to learning, skills development and personal development.*

In addition, Skills Development Scotland works with schools in order to:[11]

> *…provide opportunities for young people to access Curriculum for Excellence experiences and outcomes and to support teachers to use careers as an exciting context for learning.*

2.3 How is Careers Education implemented in the NI curriculum and how is it resourced?

For school age children, the responsibility for careers education lies with the Department for Education, with schools acting as the main providers. Services provided include:[12]

- Taught timetabled provision in relation to personal career planning; and
- Cross-curricular opportunities for the development of employability skills and opportunities for work related learning experience.

As stated by the Department for Employment and Learning:[13]

> *All post primary schools have teachers designated with responsibility for the design and delivery of a Careers Education, Information, Advice and Guidance (CEIAG) Programme.*

9 Ibid

10 Scottish Government, Curriculum for Excellence: Building the Curriculum 4 http://www.educationscotland.gov.uk/Images/BtC4_Skills_tcm4-569141.pdf

11 Scottish Government, March 2011 Career Information, Advice and Guidance in Scotland http://www.scotland.gov.uk/Publications/2011/03/11110615/0

12 Department for Employment and Learning, Careers Strategy update submitted to the Committee for Employment and Learning 30th November 2011

13 Ibid

The Northern Ireland Careers Service provides support to post primary schools in the delivery of this programme, with Partnership Agreements in place with 99% of all post primary schools.[14]

CEIAG in Northern Ireland is delivered in schools for the age of 4 and up. In Primary Schools:

> *CEIAG will be an integral part of the learning, and, although staff will be aware of the CEIAG Learning Intentions that are being developed, the youngest children in primary education are likely to see these as a seamless part of their broad school experiences.*[15]

Importantly, in regards Foundation level and Key Stages 1 and 2:

> *CEIAG in these early stages is not about choosing a career, but helping children raise their aspirations and make connections between their learning and the world of work.*

In post-primary schools:

> *In post-primary schools the CEIAG programme is normally provided through discrete career lessons and activities.*[16]

In correspondence received from the Department of Education, it was stated that:

> *Careers provision in post-primary schools forms part of the statutory curriculum at Key Stage 3.*[17]

It continued:

> *Schools have always been responsible for the delivery of the statutory curriculum and any associated costs are met from their delegated budget.*[18]

14 Please note, the remaining 1% consists of 2 schools, one a Special school and the other an Independent

15 Department of Education, Preparing for Success http://www.deni.gov.uk/pfs_effective_careers.pdf

16 Ibid

17 Department of Education, Response to the Committee for Education on Careers Education, Information and Advice, 16 July 2012

18 Ibid

July 2012 - RaISE - Inquiry into CEIAG in Northern Ireland Draft Terms of Reference

2 July 2012 NIAR 500-2012

Eóin Murphy

Inquiry into CEIAG in Northern Ireland: Draft Terms of Reference

1 Introduction

The following paper provides suggested Terms of Reference for the proposed Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland. The Committee may wish to consider the information in this paper and alter it as necessary in order to meet potential time constraints.

2 Background to the Inquiry

With the financial crisis which has gripped Europe for the last number of years continuing there are growing levels of unemployment, especially amongst vulnerable groups such as young people.

In situations such as this, the role of Careers Education, Information, Advice and Guidance (CEIAG) becomes even more important, with accurate and effective services potentially benefiting the individual and region and supporting economic growth.

Following a number of briefings from stakeholders, the Committee for Employment and Learning has expressed its concern regarding the structure and effectiveness of CEIAG in NI. Briefings from groups such as the Careers Service itself and the Northern Ireland Schools and Colleges Careers Association have identified that there are inconsistencies in how CEIAG is taught in schools and colleges, with additional concerns being raised by Members on how the NI Careers Service compares to other services in the United Kingdom.

3 Purpose of the Inquiry

The purpose of the Inquiry is to identify areas where the CEIAG strategy for Northern Ireland is failing to meet the needs of target groups such as school age pupils, young people, the unemployed and those living in rural and urban areas.

Due to the restricted amount of time available to the Committee in which to carry out the Inquiry, the analysis of CEIAG will be restricted to inconsistencies in CEIAG in primary and post primary schools and regional colleges, models of best practice in terms of CEIAG delivery and the effectiveness of linkages between delivery agents, the Careers Service and employers.

The Committee will critically examine CEIAG in Northern Ireland including consideration of the current policies, programmes and opportunities available in Northern Ireland for those who want to access CEIAG. In addition, the Inquiry will identify barriers faced by those wishing to access the service and those who deliver the service.

The Committee will make recommendations, where appropriate, on how policies, procedures and practises can be improved in order to maximise opportunities to support CEIAG for the benefit of the Northern Ireland economy and its citizens.

4 Terms of Reference

The Committee will:

1. Investigate and identify any inconsistencies/issues in the delivery of CEIAG, including:

    1.1 Provision of CEIAG delivery in primary and post primary schools, further education and higher education– may include consideration of the role of CEIAG in the Curriculum, delivery of CEIAG resources available to deliver CEIAG via the education system and methods which may improve delivery;

    1.2 Similarities and differences in Northern Ireland Careers Service provision between Urban and Rural areas, such as availability of Careers Advisers and accessibility to CEIAG services; and

    1.3 The impact of the budget cuts on the delivery of CEIAG across Northern Ireland.

2. Assess the process of professionalisation of those who deliver CEIAG, particularly in post primary schools & colleges including what training is available and how accessible it is; and

3. Report to the Assembly with full findings, conclusions and recommendations on how policies, procedures and practices can be improved in order to maximise the delivery of CEIAG to stakeholders to the benefit of Individuals, the Region and the Economy of Northern Ireland.

5 Approach to Inquiry

The Committee will call for evidence from identified key stakeholders. Please note, a suggested list of consultees is attached as Appendix 1.

On the basis of written evidence submitted, the Committee may then decide which organisations and individuals to invite to provide oral evidence to the Committee.

Assembly Research will be asked to undertake appropriate research to inform the Committee and, if appropriate, specialist research may be commissioned from outside the Assembly. Initially, research will be undertaken into:

- The economics of CEIAG;
- International examples of CEIAG; and
- The Careers Services of the UK and the Republic of Ireland.

Those providing written evidence to the Committee will be asked to respond by **[date to be agreed by the Committee]**. Oral evidence will be taken after summer recess.

6 Expected Outcomes

The expected key outcomes of the Inquiry will be a report outlining the findings, conclusions and recommendations of the Inquiry. It is also expected that the Inquiry Report will be debated in plenary session in the Assembly.

Appendix 1: List of Potential Consultees

1	Action on Hearing Loss
2	Alternative Education Providers
3	Association of Head Teachers in Secondary Schools
4	Belfast Education and Library Board (BELB)
5	Belfast Health and Social Care Trust
6	Belfast Metropolitan College (BMC)
7	Catholic Heads Association
8	Confederation of British Industry
9	College of Agriculture, Food and Rural Enterprise (CAFRE)
10	Colleges NI
11	Council for Catholic Maintained Schools (CCMS)
12	Council for the Curriculum Examinations and Assessment (CCEA)
13	Department for Education
14	Department for Employment and Learning
15	Department of Enterprise, Trade and Investment
16	Disability Action
17	Eastern Health and Social Services Board (EHSSB)
18	Education and Training Inspectorate, (DENI)
19	Federation of Small Businesses (FSB)
20	Further Education Careers Forum
21	General Teaching Council for Northern Ireland (GTCNI)
22	Governing Bodies Association
23	Include Youth
24	Institute of Careers Guidance (ICG)
25	Institute of Directors (IoD)
26	Irish National Teachers Organisation
27	MATRIX
28	MENCAP NI
29	National Association for Education Guidance for Adults (NAEGA)
30	National Association of Head Teachers
31	North Eastern Education and Library Board (NEELB)

32	North West Regional College (NWRC)
33	Northern Health and Social Care Trust
34	Northern Ireland Association for the Care and Resettlement of Offenders (NIACRO)
35	Northern Ireland Careers Service
36	Northern Ireland Commissioner for Children and Young People (NICCY)
37	Northern Ireland Rural Women's Network (NIRWN)
38	Northern Ireland Schools and College Careers Association (NICSA)
39	Northern Regional College (NRC)
40	OFQUAL
41	Open College Network
42	Orchardville
43	Queen's University, Belfast
44	Rural Community Network (RCN)
45	Sector Skills Development Agency
46	Sentinus
47	South Eastern Education and Library Board (SEELB)
48	South Eastern Health and Social Care Trust
49	South Eastern Regional College (SERC)
50	Southern Education and Library Board
51	Southern Health and Social Care Board
52	Southern Regional College (SRC)
53	Standing Conference on Teacher Education, North and South (SCoTENS)
54	St. Mary's University College
55	Stranmillis University College
56	The National Union of Students and the Union of Students in Ireland (NUS-USI)
57	The Open University
58	Transferor Representative Council
59	Ulster Teachers Union
60	University of Ulster
61	Western Education and Library Board
62	Western Health and Social Care Trust
63	Women's Support Network
64	Workers Educational Association
65	Youth Council for Northern Ireland

August 2012 - Department for Employment and Learning - Careers Service Annual report 2011 - 2012

Careers Service
Annual Report 2011-12

Aim of the Careers Service:

"To deliver an effective, impartial and professional careers service to help people realise their career aspirations, enabling them to contribute positively to their community and to the NI economy"

What People say about the Careers Service

"I have found the expertise of the careers adviser invaluable and have already recommended the service to others."

Redundant Adult, Bangor

"The careers advice I received was fantastic. I wasn't even sure that I could re-apply for university. Without the knowledge and skills I learned at university, I would never have had the confidence to start my own business. I owe all that to the excellent careers advice I received".

Adult Client, Derry

"Hi, just got an email to say I got the internship with the BBC! Absolutely delighted! Big part of getting it was down to you so thanks again, appreciated your help a lot"

Student, Belfast

"I have already recommended the Careers Service to other family members I have found their expertise invaluable. "

Adult Client, Magherafelt

Who we help and what we provide

The Careers Service is an integral part of the Department for Employment and Learning (DEL) and provides an impartial, careers information, advice and guidance service to clients of all ages and abilities throughout Northern Ireland. This service is available to everyone whether they are employed, unemployed, in training or in education, including students in schools and further and higher education. Professionally qualified careers advisers are based in Careers Resource Centres, JobCentres and Jobs and Benefits Offices throughout Northern Ireland.

The Careers Service assists those who are:

- Looking for education/training/employment opportunities
- Thinking of changing job or career direction
- Ready for a new challenge
- Thinking of starting their own business
- Unsure what career might suit them
- Looking for information on a particular career
- Unsure of how to plan their next step

The Careers Service provides:

- Impartial careers information, advice and guidance
- Information about labour market trends and future job opportunities
- Help with CVs; mock interviews and application forms
- Information on Post Graduate opportunities; working overseas and vacation/voluntary work

Summary of Key Achievements – 2011/12

- Total of 52,663 clients received an individual careers guidance interview
- 36,971 young people received an individual careers guidance interview, an increase of 6% from 2010/11
- 15,692 adults received an individual careers guidance interview, an increase of 81% from 2010/11
- Careers Resource Centre at Richmond Chambers in Londonderry was reaccredited with the **matrix** Standard, which is the national quality standard for Information, Advice and Guidance
- 98% of young people felt they knew more about their next steps following their guidance interview with a careers adviser
- New look careers website launched www.nidirect.gov.uk/careers
- Careers Service moved to a single contact number – 0300 200 7820
- Continued focus on professional development (average 8 days per adviser). New NVQ 3 piloted with support staff
- Minister Farry opened a new Careers Resource Centre in Dungannon
- Careers Offices in Downpatrick and Bangor refurbished
- 78% of all year 12 pupils in schools interviewed by a careers adviser (academic year 2010/11)[1]
- Careers Advisers provided careers guidance services to over 5,000 Training for Success trainees.

1 Careers Service work in schools is monitored on an academic year basis from September to August

Preparing for Success

Preparing for Success, the Careers Education, Information, Advice and Guidance Strategy (CEIAG) and Implementation Plan, was published jointly by Department of Education (DE) and DEL in January 2009. Its aim is "to develop effective career decision makers leading to increased and appropriate participation in education, training and employment."

The strategy has been developed around five key themes: improving careers education, improving access to careers information, improving careers advice and guidance, improving quality and improving professional development. Implementation is overseen by the Careers Steering Group which includes representatives from DEL, DE, Department of Enterprise Trade and Investment (DETI), Education and Training Inspectorate and the Business Alliance. During the year membership was expanded to widen stakeholder involvement and now includes representatives from schools, colleges and universities.

The key milestones during 2011/12 include:

- The Careers Resource Centre in Londonderry (Richmond Chambers) was re-accredited with the **matrix** quality standard for careers guidance
- Careers Guidance Interviews with adults increased by 81% since 2010/2011
- A careers conference for leaders in schools and further education colleges was held at Greenmount College in June 2011. The aim of the event was to engage with key stakeholders, highlight the importance of effective career decision making and to raise awareness of alternative routes to success
- A careers information hub has been developed in partnership with nidirect and work is progressing in the following areas:
  - Website review and maintenance
  - Software procurement
  - Exploring the use of telephone helpline and social media
- Office refurbishments have taken place in Dungannon, Downpatrick and Bangor
- Careers Service signage has been completed in DEL facilities.

All In A Year's Work

Quality Award for the Careers Resource Centre at Richmond Chambers

Pictured: Careers staff at Richmond Chambers, Londonderry with the prestigious Matrix Quality Standard Award which they have achieved for the 3rd time.

In May 2011 the Careers Resource Centre at Richmond Chambers in Londonderry was reaccredited with the **matrix** Standard, which is the national quality standard for Information, Advice and Guidance (IAG) Services.

The Careers Resource Centre first attained this award in 2004 and has held it consistently since.

The assessor commented: *"The dedicated team of staff provided a professional service to meet individual needs, and those interviewed during Assessment described how access to this service had impacted on their career choices or job prospects."*

The Careers Resource Centre caller traffic has increased year on year since it's opening in 2002 and last year the Centre provided careers services to over 10,000 clients. Clients can access information, advice and guidance in relation to education, training and employment opportunities. Support can also be provided with job-search, interviews and compiling CVs. The Centre hosts a JobCentre kiosk with details of vacancies and two computers for public internet use.

National Vocational Qualification (NVQ) in Advice & Guidance

New National Occupational Standards and new qualifications have been developed at levels 3, 4 and 6 in careers advice and guidance. 8 Careers Service support staff successfully completed the NVQ 3 Advice and Guidance which has further developed their ability to support clients to make use of the advice and guidance service.

New Website

During the year the Careers Service worked in partnership with nidirect, the official Government website for Northern Ireland to revise and update the Careers website. The new look careers website www.nidirect.gov.uk/careers was launched with nidirect in August 2011.

The careers website provides a range of information on education and training, career planning, careers events, information on occupations and current and future labour market trends. The site also offers a number of career matching software tools which will enable users to match their interests and abilities to jobs, while researching over 1800 job titles. The Careers Service and nidirect will continue to maintain and develop the website in 2012/2013.

In 2011/12 the website registered 158,276 visits, an increase of 52% (53,916) on the 2010/11 figures.

Single Telephone Number 0300 200 7820

In the 2011/12 business year the Careers Service moved to a single contact telephone number (0300 200 7820) using nidirect telephony services. The aim is to make it easier for customers and stakeholders to contact the Careers Service. Since 1 August 2011 nidirect transferred over 4,300 telephone calls from customers to careers offices throughout Northern Ireland.

Industry Factsheets

In May 2011, the Careers Service in partnership with the Alliance of Sector Skills Councils and the Department's Analytical Services team refreshed all 25 Industry Factsheets. The Industry Factsheets provide details of a variety of occupations, information on job prospects, relevant skills, entry requirements, highlight current vacancies and skills shortages within each Sector Skills area. The Industry Factsheets are available on the Careers Service website www.nidirect.gov.uk/careers.

Media and Marketing Work

The Careers Service works in partnership with the Department's Communications Team to promote and highlight the availability of an impartial careers information, advice and guidance service to clients at key decision points throughout their lifetime.

2011/12 was extremely successful with the publication of over 200 media articles. The Post Results Service campaign initiated intensive media activity with a total of over 40 radio and TV interviews broadcast.

International Engagement

To support our work in the provision and continuous improvement of high quality guidance services, the Careers Service engages in relevant international events and networks. The aim is to learn from and share best practice to shape careers policy and practice at an international level.

The Careers Service is a member of the UK team participating in the European Lifelong Guidance Policy Network (ELGPN). The main function of the network is to assist the national authorities to implement the recommendations of European Council Resolutions and Conclusions pertaining to lifelong guidance through EU collaborative activity and, in so doing, to enhance national policy and systems development. The UK team is particularly interested in the work packages relating to careers management skills, access and quality/impact.

The Careers Service has contributed significantly to the development of the ELGPN Quality Assurance Framework: Evidence and Impact, measuring 5 key aspects:

Practitioner competence

- Citizen/user involvement
- Service provision and improvement
- Cost benefits to society
- Cost benefits to individuals

The framework is due to be finalised in the coming months and will be included in the ELGPN Resource Kit for Policy Makers which is due to be published in October 2012.

The Careers Service was also represented at the 6th International Symposium on Career Development and Public Policy which was held in Budapest in December 2011. The symposium aimed to build closer dialogues and linkages between career guidance policy makers in the fields of education, employment, economic development and social inclusion, and with strategic professional leaders and researchers. The event was attended by 127 participants from 31 countries.

Careers Events

Education & Career Decisions – Routes to Employment & Social Engagement Conference

In June 2011 DEL and DE organised a joint conference for leaders in schools and further education colleges. The event, which was held at Greenmount College, was jointly opened by Dr Stephen Farry, Minister for Employment and Learning, and John O'Dowd, Minister of Education. The aim was to engage with key stakeholders, highlight the importance of effective career decision making and to raise the awareness of alternative routes to success.

Over 120 participants were updated on the progress of the implementation of "Preparing for Success" and gained an overview of the current economic climate and future projections. They also heard an employer's perspective, listened to the voice of a young entrepreneur and the 2010 Apprentice of the Year Winner about alternative routes to success.

Pictured at the Event: Dr Stephen Farry, DEL Minister; Judith Shaw & Frances O'Hara,

Universities & Colleges Admissions Service (UCAS) Higher Education Convention 2011

The Northern Ireland UCAS Higher Education Convention took place at the King's Hall, Belfast in March 2012. The annual convention is organised in partnership with UCAS and DEL's Careers Service. It is aimed mainly at students in year 13 and those in further education and is the largest higher education exhibition in Northern Ireland.

This year 127 exhibitors took part representing the majority of UK universities and colleges, a number of colleges and universities from the Republic of Ireland, GAP Year organisations, student support services, professional bodies, student travel firms and the Student Loan Company.
8,500 students from 98 schools attended this year's event.
The Careers Service organised individual seminars across a number of subjects including 5 new areas:

- Careers in Agri-food sector
- Studying in Europe
- Green careers/sustainable energy
- Journalism & Media
- Higher opportunities in further education colleges

Balmoral Show

The Annual Balmoral Show was held at the King's Hall, Belfast in May 2011. The overall theme was 'Delivering change … Meeting challenges' and DEL was one of a number of Government Departments and agencies in attendance. An estimated 70,000 visitors attended the show with many availing of the careers information advice and guidance on offer at the Careers Service stand.

Working in Partnership

The Careers Service has Partnership Agreements with 98% of post primary schools in Northern Ireland, Regional Colleges of further education and training suppliers. These agreements help to support access to young people particularly in year 10 and 12 and provide effective referral arrangements for people in training and further education. During the 2010/11 academic year 78% of year 12 pupils received a one to one guidance interview and over 5,000 Training for Success trainees received careers guidance services.

In addition the Careers Service works with a range of partner organisations including the Health and Social Care Board, the Youth Justice Agency, Social Services, Youth Service and Education Welfare Service to ensure that clients are able to avail of appropriate careers guidance services.

The Careers Service is also actively involved in local Area Learning Communities (ALC) with careers teachers and staff from the Education Library Board. This has generated a better understanding of individual roles and responsibilities.

EGSA

DEL continues to fund the provision of a niche suite of outreach careers services to adults in Neighbourhood Renewal Areas, delivered by the Educational Guidance Service for Adults. The funding provided also includes service provision to employees facing redundancy.

University of Ulster
Postgraduate Diploma in Careers Guidance

The Careers Service works in partnership with the University of Ulster (UU) to provide work based learning (WBL) and assessment for students working towards the Postgraduate Diploma in Careers Guidance. Fourteen students commenced study in September 2011 which included two days per week and two further week long WBL placements within the Careers Service.

During this academic year the UU Postgraduate Diploma in Careers Guidance was successfully revalidated.

What our Partners say about the Careers Service

"The Education Welfare Service values highly its working relationship with the Careers Service. Individual officers from both services have been able to work at a local level to enhance the support given to young people as they plan for the future. The knowledge and expertise that careers advisers bring to any young person that we work with has proven inestimable and constantly reaffirms the value to us of working in partnership with other professionals ."

Education Welfare Officer, WELB

"Through our partnership working with the Careers Service we know and are assured that every young person in care is receiving essential and comprehensive careers information, advice and guidance on a day to day basis."

Social Care Commissioning Lead for Children & Families
Social Care & Children's Directorate

"A key feature of the programme was the integration of work-based learning with University-based teaching"

Revalidation Panel, University of Ulster

Working with Young People

The Careers Service continues to offer support to young people in school, training and further education, encouraging them to evaluate their personal circumstances and aspirations, explore labour market trends and consider the wide range of options available, in order to achieve their full potential.

Work with the NEET client group (young people not in education, employment and training) is a core element of careers advisers work, with the key purpose of helping this client group access appropriate education, training or employment opportunities. The Careers Service is committed to the interdepartmental strategy, 'Pathways to Success', and has participated in a research project examining the possibility of developing a tracking system for individual young people who are NEET. Operationally our commitment to this area of work includes a careers adviser supporting each client in their career decision making on a case managed basis until their 18th birthday.

Case Study
University dream becomes a reality, thanks to DEL's Careers Service

A young sportsman was unsuccessful in gaining a full time university place he contacted his local careers office. The careers adviser made him aware of all his options and advised him about the part time degree course in Sports Coaching. This would also allow him more time to dedicate to his intensive training schedule. He started the course in September 2011 and is progressing well with both his studies and his chosen sport.

The client said: "Without the guidance of the careers adviser I may not have been afforded the opportunity to embark on the exciting journey of going to university to study towards becoming a Professional Sports Coach."

Working with Adults

The Careers Service promotes the benefits of lifelong learning and works in partnership with DEL's Employment Service to ensure that their clients are aware of the services available and are referred appropriately. As a result of this work and other marketing initiatives, 15,692 adults availed of a careers guidance interview in 2011/12. This is an increase of 81% on the previous year. Of these, approximately 5,500 interviews were with clients who were unemployed.

Case Studies

Help for Redundant Adult

An administrative assistant was made redundant from her job after 19 years and she had no idea of what to do. Worried that she would not find a new job in a very competitive market, a friend recommended the Careers Service. After talking through her situation she was given advice on how to update her CV and how to use Careers Service website. She forwarded her updated CV to employers and was offered two interviews. Although delighted, she lacked confidence and spoke once again with the careers adviser who arranged a mock interview. With growing confidence in her own ability she attended both interviews and was successful.

The client commented: *"I have found the expertise of the careers adviser invaluable and have already recommended the service to others."*

The Facts

Individual career guidance interviews:

	Financial Year 2010/11	Financial Year 2011/12	Increase	% Increase
Young People	34,801	36,971	2,170	6%
Adults	8,677	15,692	7,015	81%
Total	**43,478**	**52,663**	**9,185**	**21%**

Partnership Agreements, detailing the services agreed in each school, are in place with 259 post primary schools (including special, independent and hospital schools).

The Careers Service interviewed 18,941 year 12 pupils during the 2010/11 academic year[2], providing them with a tailored service prior to them making decisions on their career path.

Have we made an impact?

Client satisfaction surveys are conducted to track progress and measure the quality of our service. The survey for young people showed that:

- 98% of respondents felt they knew more about their next steps into education/training or employment following a careers guidance interview
- 98% were very satisfied or satisfied with the action plans they developed
- 96% felt they could move forward with their career plan
- 97% felt more confident about their career decision making.

2 Careers Service work in schools is monitored on an academic year basis September to August

Staff Development

Professional Development

As part of its ongoing commitment to continuous professional development (CPD), the Department continues to pay professional membership fees to the Institute of Careers Guidance (ICG) for careers advisers and managers. ICG is the largest professional association for career guidance practitioners in the UK.

The importance attached to CPD by the Careers Service is further demonstrated by the number of days allocated to training. In 2011/12 each careers adviser engaged in an average of 8 CPD days. The key areas covered included recruitment processes and procedures, using labour market information in the guidance process, theories of guidance and social inclusion policy and practice. Careers advisers also attended Open Days at various educational establishments and some also participated in working groups for media and resources.

Accommodation

Roll-out of Careers Resource Centre model

Building on the existing provision in Belfast and Londonderry Minister Farry opened a new Careers Resource Centre in Dungannon in June 2011. Careers offices in Bangor and Downpatrick were also refurbished and Careers Service signage has been improved in a further 19 JobCentres/ Jobs and Benefits Offices.

Finance

The Careers Service spend for the 2011/12 financial year was £5,523,166 which includes both salary and programme costs.

Careers Service Staff

At 31 March 2012 there were a total of 182 members of staff in the Careers Service. 33.5% of staff work on a reduced hours basis bringing the full-time equivalency to a total of 164.45. Staff in post at the end of March 2012 was as follows:

Careers Service Operations

Grade	Staff in post - Full Time Equivalency (FTE)	Number of staff
Head of Careers Service Operations	1	1
Deputy Heads of Careers Service Operations	3	3
Careers Managers	12	12
Careers Advisers	101.11*	112
Careers Support Staff	37	42
Total	**154.11**	**170**

*includes 2 staff on loan to the Careers Policy and Strategy team

Careers Policy and Strategy

Grade	Staff in post - Full Time Equivalency (FTE)	Number of staff
Head of Careers Policy & Strategy	1	1
Deputy Heads of Operations, Policy & Strategy	1.95	2
Careers Managers	3	3
Careers Information Officers	2.39	4
Careers Policy and Strategy Support Staff	2	2
Total	**10.34**	**12**

Future Developments

Quality

Building on the success of the Careers Resource Centre in Londonderry, the Department has commitment to achieve matrix accreditation for the Careers Service as a whole by April 2013. This will help to embed a culture of quality and continuous improvement and will provide external validation.

Helping Adults to upskill

The Careers Service has a role to play in helping prepare the existing workforce to ensure they are appropriately skilled to meet future needs of the economy. As part of this the Ann Street Resource Centre will pilot extended opening hours to accommodate those people who may have difficulty accessing the service during the normal working week

Helping the unemployed find work

Working closely with the Department's Employment Service will be an important future development. In the current economic down-turn and with the introduction of the Universal Credit, it is important that those looking for work have ready access to the support and guidance that careers advisers can provide to help them find and sustain employment.

Labour Market Information

As part of the 'Success through Skills - Transforming Futures' implementation plan, the careers service is leading a project, 'Harnessing Labour Market Information' .The aim of the project is to 'improve access to and facilitate the effective use of clear and up-to-date labour market information.' This will include information on current and projected skills shortages and opportunities. Research commenced in April 2012 and the Careers Service will take forward the findings during the 2012 / 2013 financial year.

Partnership

The Careers Service plans to further enhance their work with partner organisations particularly in relation to young people not in education, training or employment.

Parents

Parents are recognised as having a key influence on young people's career decisions. Work is being progressed to develop materials to support parents in this important role.

Impact Measurement

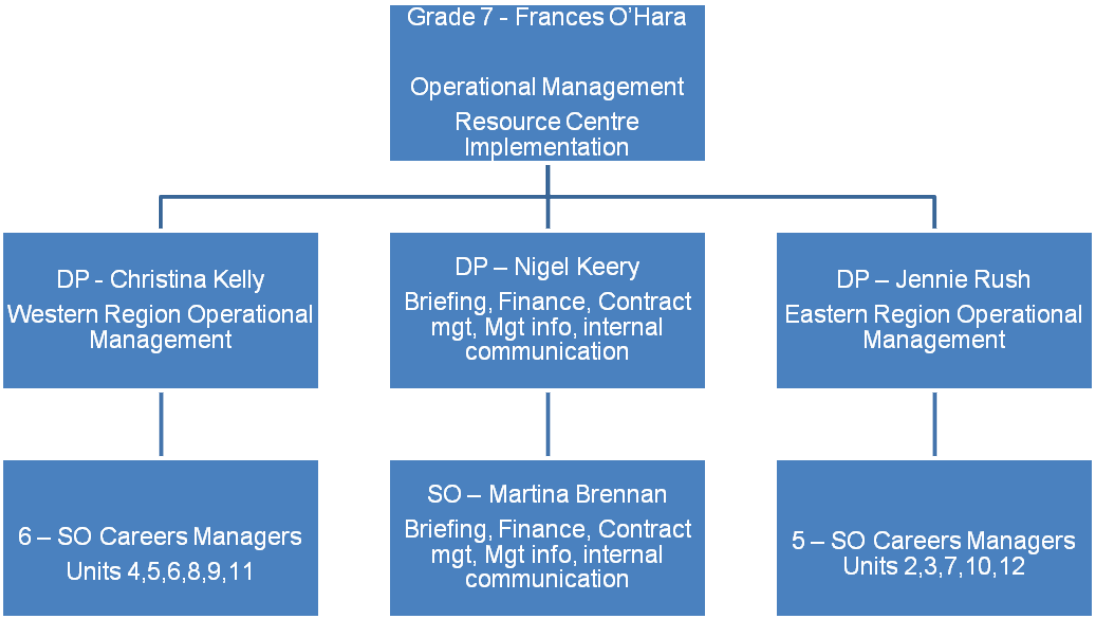
The Careers Service plans to trial the European Lifelong Learning Policy Network Quality Framework which will be published in autumn 2012.

Improving Access

The Careers Service provides a universal service, available to all, irrespective of age or employment status. We appreciate that we need to ensure that people are aware of this and can access our service in a way that suits their needs. Further work will be carried out in 2012/13 to explore additional access channels including text messaging and social media.

Appendix A

Careers Service Operations

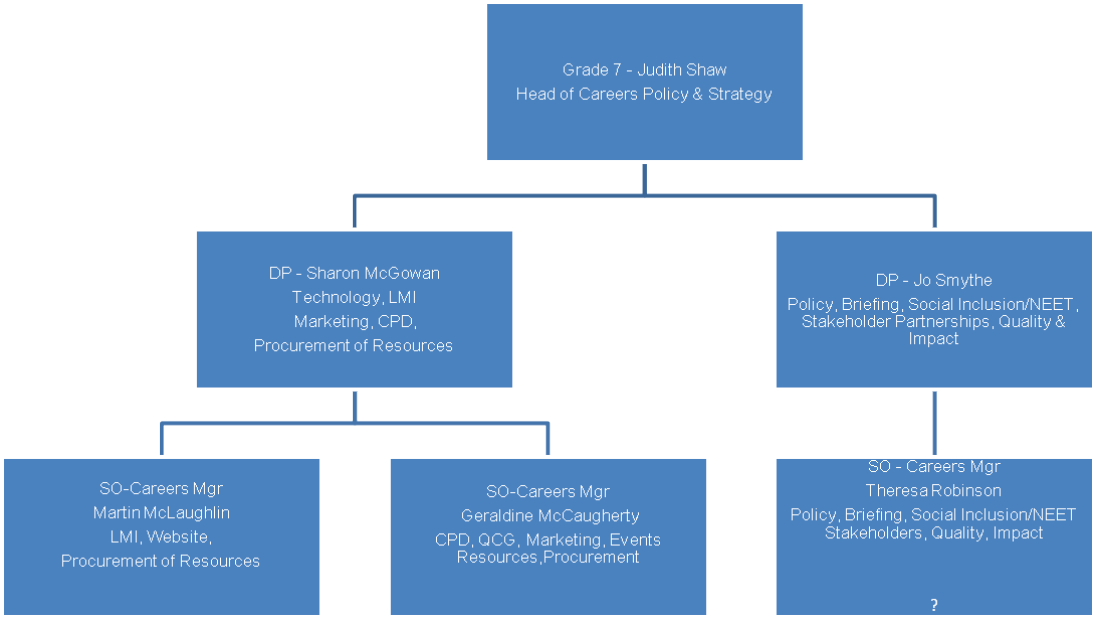


Careers Service Units of Management

Unit	Office Locations	Manager
2	Belfast - Ann Street	Angela Rooney
3	Gloucester House	Terry O'Hanlon
4	Antrim/Cookstown/Magherafelt	Siobhan McKenna
5	Ballymena/Carrickfergus/Larne	George Adams
6	Ballymoney/Coleraine/Limavady	Joanne McKinney
7	Bangor/Ballynahinch/Newtownards	Margaret Magennis
8	Armagh/Dungannon/Portadown	Nuala McKenna
9	Enniskillen/Omagh/Strabane	Jo Boyle
10	Banbridge/Lisburn/Lurgan	Patricia Frazer
11	Londonderry - Richmond Chambers	Mary Hegarty
12	Downpatrick/Newcastle/Newry	Johnny Nolan

Appendix B

Careers Policy & Strategy



December 2012 - Learning and Skills Improvement Service Press Release

Ofsted clashes with AoC over 'consequence of failure'

Chris Henwood

Feb 14, 2013

Ofsted boss Sir Michael Wilshaw has clashed with the Association of Colleges (AoC) over the issue of failing colleges after claiming there was no "consequence for failure in the FE sector".

Flanked by his learning and skills director, Mathew Coffey, Sir Michael told members of the education select committee that the system for failing schools was different to that faced by colleges.

"I think one of the reasons why schools are improving their performance but colleges aren't, is that there are very clear consequences to failure and underperformance in the schools sector," he said, having revealed plans for a new 'excellent' grade in leadership.

"If a school becomes inadequate and remains so, the head usually goes, something usually happens to the governing board … etc. "We don't sense there's that same sense of clear consequence for failure in the FE sector and that's where both the Department for Education and Business, Innovation and Skills have got to take action."

Sir Michael's claim drew a swift response from Joy Mercer, AoC's director of policy.

"We would challenge those statements which appear to be unsupported by evidence," she said.

"The consequences for failure in a college, for instance, are comparable to schools — governing bodies regularly hold senior management teams to account for performance."

The Ofsted duo were giving evidence on a number of issues from Ofsted's annual report last year that was highly critical of colleges.

"With this report I tried to make it clear that schools are getting better but not as quickly as they should do and there's a real problem in learning and skills," said Sir Michael.

Ofsted has itself come in for criticism for targeting poor colleges with a 'risk-based approach,' but took the opportunity to defend itself at yesterday's (Wednesday, February 13) hearing.

"In learning and skills we adopt the proportionate inspection approach, and this year about a third of all our learning and skill inspections were brought forward on the basis of the risk we felt they posed to us," said Mr Coffey.

"For colleges as part of that cohort it was more like 55 per cent. It's right to target our resources where they're most needed, particularly when the cohort of people studying are only studying for a relatively short period of time, one or two years, so we can't wait for crisis point."

But the AoC's Ms Mercer hit back again.

"We need to remember 64 per cent of colleges are graded outstanding or good from their last inspection, but neither AoC nor its members are complacent," she said.

"The annual report no longer represents a state-of-the-nation view, nor does it provide a reliable year-on-year comparison. For example, last year 44 per cent of college inspections were conducted on a risk assessed basis — as opposed to 34 per cent in schools — meaning that a skewed sample of colleges was inspected."

Nevertheless, Sir Michael won Ms Mercer's approval with plans to bring school careers guidance under the inspection remit, but reiterated fears that college principals had lost focus on the quality of teaching.

"It's really important that impartial advice is given to students on progression routes and I'm not sure that's the case," he said.

"In our adjustment to our inspection framework from September we will give the inspection of careers advice a priority."

He added: "Getting principals of colleges to focus on what's important is absolutely critical. They lost their way a bit and focussed on capital investment, extending their reach, building programmes, going abroad to attract students and so on.

"All those things are important, but equally, if not more important is what's happening in the workshop or the classroom — as an eminent ex-principle said to me 'they need to start worrying more about what's happening in Deptford rather than Delhi'."

Meanwhile, just days after an FE Week special investigation into tumbling inspection grades at London colleges, Mr Coffey revealed fears about the capital's FE institutions failing.

"There is an urban college issue, particularly a London college issue and we have seen some decline in inspection grades in London," he said.

And with a government announcement on the funding of LEPs next month expected to include a single pot of cash taking in the adult skills budget, Mr Coffey said he wanted to see FE representation on LEP boards.

He also expressed fears the FE sector was not ready for the raising of the participation age (RPA), and that funding problems had been "at the heart" of many college problems.

Mr Coffey said: "Given what we've said in the annual report about key challenges, essentially about insufficient good quality teaching, some concerns about teaching of English and maths at level two, we are concerned about the preparedness of the sector to be able to take on board what essentially will equate to another 250,000 students by 2015."

He added: "Funding has been at the heart of many problems we've identified and the report does pose the question 'is the system fit for purpose?' Its main reference point is the financial incentives have all been wrong; they've led to very low level qualifications being delivered across the board to a wide number of students.

"For example alcohol awareness and personal effectiveness — because they're funded and because it delivers the money, but what chasing this money has done, is taken the leadership's eye off the ball of what really matters, which is teaching and learning."

The AoC's Ms Mercer said: "We welcome Ofsted's recognition that a lack of stability in the system caused by colleges having to chase funding year to year has been at the root of many of the problems the report identified and that perverse funding incentives need to be addressed."

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January 2013 - RaISE - UK Careers Service Websites

25 January 2013 NIAR 941-2012

Eóin Murphy

UK Careers Service Websites

1 Introduction

The following paper contains information on the various national careers services websites in each of the UK regions. It will provide an overview of the websites content, level of detail, and how up to date information is.

Appendix 1 provides screenshots of an online presentation which details the content on each of the four regional websites. It does not provide full detail due to the amount of information on the presentation. Please see http://prezi.com/ilvzooyzaaw1/uk-careers-services-websites/ for the full presentation.

The presentation lists all the sections on the Careers Websites – however, in some cases additional links are provided off site. These links have not been included as they do not constitute content of the Careers Website. It should be noted that for the Careers Service of Northern Ireland website, a large number of links lead to other sections of NI Direct. These links have not been included.

2 Key Points

- The new look CSNI website was launched in August 2011;
- In 2011/12 the CSNI website had 158,276 visits, which equates to 0.087 visits per person in Northern Ireland;
- The site has ten main sections providing advice;
- Each of these lead to additional sections on the website which provide detailed information on a specific topic;
- The CSNI website provides links to Jobcentre Online in order to search for vacancies (via "Find a job now") and to course searches;
- Labour Market Information is also available but it is somewhat dated, with some information having been written in January 2011;
- As such the Committee may wish to ask the Department for Employment and Learning about its progress in updating the LMI on the website and what steps have been taken by the Information Champion in the Careers Service to maintain and develop up to date LMI;
- The Committee may also wish to the Department about the progress of the 'Harnessing Labour Market Information project;
- The website links to an external website called CASCAID which provides interactive advice and guidance for all ages;

- In a similar manner to the CSNI, the National Careers Service (NCS) is hosted on the Direct Gov website. However, in its design, look and operation it is much different;
- The NCS website is relatively new, having only been launched in April 2012.
- The NCS makes use of information boxes, dedicated search engines (such as course and provider searches) and greater use of available space then the CSNI website;
- The NCS site also provides users the option of opening a Lifelong Learning Account (LLA);
- The LLA also allows users to access interactive elements of the site, known as 'Career Tools';
- The NCS site also provides video case studies, whereby individuals discuss their own experiences in searching for a career;
- Career Wales has recently undergone redevelopment with a revised website going live in December 2012;
- The Career Wales website has a similar design to that of the NCS, using information boxes on its home page to identify key areas of interest and recent news;
- Career Wales is a separate website and is not hosted on a government website such as Direct Gov and NI Direct;
- In 2011/12 Careers Wales had 0.188 visits per person in Wales;
- Of the career websites reviewed in this paper, Careers Wales is one of the largest;
- Careers Wales has an extensive section for Professionals working in Careers Guidance;
- The job profile section of Career Wales provides information on the job itself, available vacancies and training courses, all in a single page;
- The My World of Work (MWOW) website is the careers guidance website of Skills Development Scotland;
- Each of the six tabs on the Home page link to other sections of the website, providing specific information on the selected topic to users;
- The main source of information on MWOW (other than via the Career Toolkit) is Advice Articles;
- The Advice Articles cover a variety of topics and at the time of writing, the MWOW site has 186 advice articles; and
- MWOW also provides specific information for certain groups such as parents, young people and the unemployed.

3 Careers Service Northern Ireland (CSNI)

The new look CSNI website was launched in August 2011. It is hosted on NI Direct and can be found at: http://www.nidirect.gov.uk/careers

In 2011/12 the CSNI website had 158,276 visits, which equates to 0.087 visits per person in Northern Ireland.[1]

1 Careers Service Northern Ireland, Annual Report 2011/12 http://www.delni.gov.uk/careers-service-annual-report-2011-12.pdf - please note, calculation based on the most recent census figures.

Figure 1: The Careers Service Northern Ireland Home Page.

The home page provides the main links across the website. In addition it provides contact details for careers advisers and information on how to find the nearest careers office. The website has eleven main sections providing advice:

- Parents Zone;
- Plan your career;
- How to get a job;
- Education and training;
- Careers events;
- Find a job now;
- A-Z of careers;
- Get careers ideas;
- Exam results;

- UCAS applications; and
- Choosing the right degree.

Each of these lead to additional sections on the website which provide detailed information on the topic. Some sections, such as UCAS applications, link to other sections such as "Higher Education" on the NI Direct website.

Please see: http://prezi.com/ilvzooyzaaw1/uk-careers-services-websites/ for a full listing and structure of the Careers Service NI website.

The CSNI website provides links to Jobcentre Online in order to search for vacancies (via "Find a job now") and to course searches (although this is to each of the Regional colleges websites, UCAS, CAO and other course providers, 14 links in all).

The CSNI website also provides information on the Labour Market (Labour Market Information – LMI), with a focus on sectors within the labour market:

- Clerical (4 factsheets);
- Active (2 factsheets);
- Social (5 factsheets);
- Practical (6 factsheets);
- Artistic (3 factsheets); and
- Scientific (5 factsheets).

An example of an LMI factsheet is provided at Appendix 2.

This section of the website also provides links to labour market profiles for each of the Workforce Development Forums on the Department for Employment and Learning website. These were published and last updated in January 2011.

It is worth noting that in the CEAIG strategy it was identified that:[2]

> *There was widespread acceptance that access to accurate, up-to-date labour market information underpins effective career decision making and recognition that the Sector Skills Councils have a key role to play in the provision of this information.*

In its actions to be taken, the strategy identifies a number of key elements, including:[3]

> *improving access to Careers Information – including the provision of accurate, user-friendly labour market information and the development of the Careers Service website as an information hub.*

A review of the factsheets found that they had been last updated in 2011, ranging between January 2011 and June 2011. The sheets themselves are two pages long and included information such as:

- Overview and prospects;
- Occupations within the industry (generally a table detailing employment in 2010 and projected employment in 2015 and projected levels of recruitment);
- Skills and entry requirements;
- Current vacancies and skill shortages;
- A "Did you know" section; and

2 Department for Employment and Learning, Preparing for Success - the Careers Education, Information, Advice and Guidance Strategy http://www.delni.gov.uk/ceiag_pfs.pdf

3 Ibid

- Useful links.
- The information provided in the factsheets is relatively slight. For example, in the fact sheet attached as Appendix 2 there are 697 words in total.
- Whilst there are links provided to the relevant skills sector body, it should be noted that the information on the factsheets may be somewhat out of date, especially considering the ongoing financial crisis and the continuing uncertainty in the UK and Northern Ireland economies.

The Committee may wish to ask the Department for Employment and Learning about its progress in updating the LMI available on the Careers Website and what steps are taken by the appointed 'information champion' in the Careers Service *to maintain and develop appropriate, up to date Labour Market Information (LMI) and to ensure that this is easily accessible by clients* as stated in the CEIAG strategy and the March 2011 Implementation report.[4]

The Committee may also wish to ask the Department about the progress of the 'Harnessing Labour Market Information' project, whose aim is to 'improve access to and facilitate the effective use of clear and up-to-date labour market information' which is due to be brought forward during the 2012/13 financial year.[5]

3.1 Cascaid

It should be noted that on the CSNI website there are no interactive elements. Rather there are links away from the site to CASCAID (www.cascaid.co.uk). The Cascaid site provides interactive elements that allow individuals to develop a profile based on aspects such as qualifications, experience and job aspirations. This information is then used to identify potential careers of interest and provide information on what skills, qualifications and experience is needed in order to follow a specific career path.

Figure 2: Example of the Cascaid Kudos website

CASCAID provides a number of interactive services, based on the age of participants:

- **Careerscape**: contains information on over 1,800 career titles and 200 articles on related topics. Information provided includes work activities, personal qualities and skills, and entry routes and training;

4 DEL, Preparing for Success Implementation Report March 2011, http://www.delni.gov.uk/preparing-for-success-implementation-report-march-2011.pdf

5 CSNI Annual Report 2011 - 12 http://www.delni.gov.uk/careers-service-annual-report-2011-12.pdf

- **Cascaid: 14 – 19 (Kudos)**: Kudos allows young people to develop a career pathway through providing information such as existing qualifications, experience and interests. It uses a series of questions (entitled 'likes and dislikes') to identify what areas a young person is interested and through this selects a series of careers which may be of note. Information is then provided on the career and the steps needed in order to become employed in this role; and
- **Cascaid – Adult Directions**: Provides a similar service to Kudos, but tailored for adults. Also provides additional information articles such as for lone parents, mental health issues and finance for study. A review of a number of the articles found that the information provided was relatively generic (for example in 'finance for study' there is no information on the level of funding available via student loans in NI or other regions of the UK, or on the cost of tuition fees in the UK) and not targeted specifically for Northern Ireland. There is also a lack of detail. For example in the 'lone parents – employment' article regarding 'Finding Help' it states:

  Without doubt, lone parents face difficult challenges. The good news is that you can get help, support and advice if you know where to find them. For example, the Work Programme can help you to find and prepare for a job.

  This is the full scope of the information provided. Also, the Work Programme does not operate in Northern Ireland. A search through the CSNI website found no other information relating to careers advice/guidance for lone parents.

3.2 Summary

The CSNI website provides a great deal of information on careers advice and guidance. However, when compared against the career guidance sites in Great Britain (GB) it lacks some of the scope, with limited interactivity and services provided by bodies outside the CSNI (such as CASCAID and the job and course search facilities).

In addition, the LMI, a key part of the CEIAG strategy, is out of date and in some cases it was last updated two years ago.

4 National Careers Service (England)

In a similar manner to the CSNI, the National Careers Service (NCS) is hosted on the Direct Gov website. However, in its design, look and operation it is much different.

The NCS website is relatively new, having only been launched in April 2012. Figure 3 below provides a screenshot of the home page of NCS

As can be seen, the NCS makes use of information boxes, dedicated search engines (such as course and provider searches) and greater use of available space then the CSNI website.

Figure 3: NCS Home Page

Accessing the main body of information on the site is done via four tabs across the top of the Home Page:

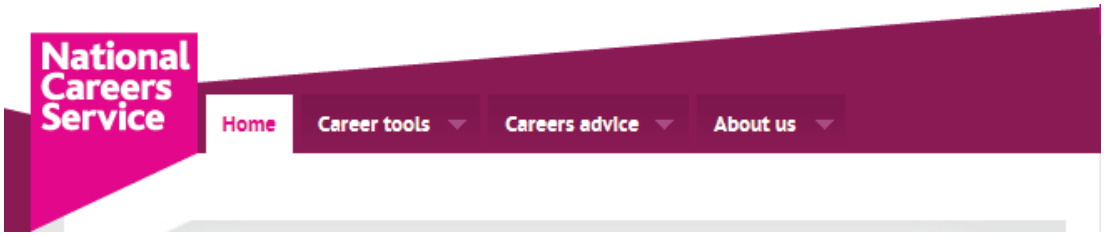


Figure 4: NCS tabs

This differs from the CSNI site, where links are provided in the body of the web page.

The tabs connect to a large number of additional options, such as spotlights on certain careers, course provider searches, work experience and career planning.

The NCS site also provides users with the option of opening a Lifelong Learning Account (LLA).

The LLA allows users to tailor the site to their needs and to hold information online such as CV's, funding records (including saved searches for funding) and action plans.

The LLA also allows users to access interactive elements of the site, known as 'Career Tools'. This is similar to Cascaid but is built in as part of the NCS website.

The main Career Tools are:

- Skills health check;
- CV Builder;
- Action plan tool;
- Learning record; and
- Funding information.

In a similar manner to CASCAID, the skills health check asks users a series of questions, based on the participant's current skill level (based on NVQ level). Ten additional assessments then became available, including:

- Skill areas;
- Interests;
- Personal style;
- Working with numbers;
- Solving abstract problems; and
- Solving mechanical problems.

An example of the working with numbers assessment can be seen below.

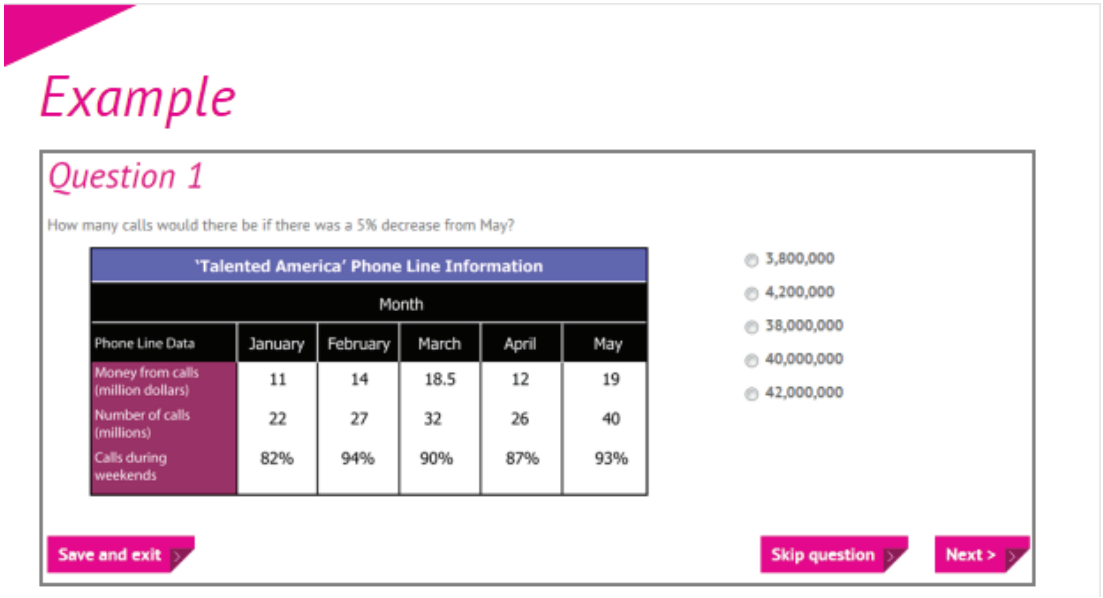


Figure 5: Skill health check question example

Once an assessment is completed, the results are compiled in order to identify jobs which an individual is best suited for, interested in and what skills and steps are needed in order to qualify for it. With each assessment, update to the learning record or skills check taken, a User's LLA is updated and refined to identify appropriate careers or achievements along a particular career path.

As with the CSNI website, NCS provides job market information and job profiles (27 job sectors and over 700 job profiles).

One of the most extensive sections on the site is "Careers Advice". As can be seen in the presentation (http://prezi.com/ilvzooyzaaw1/uk-careers-services-websites/) it provides 46 additional web pages providing information on topics such as getting a job, finding the right course and improving your reading, writing and numeracy.

Like CSNI, the NCS website also provides information on how to contact a careers adviser on each webpage.

The NCS site also provides video case studies, whereby individuals discuss their own experiences in searching for a career.

4.1 Summary

The NCS website has only been recently produced and as such adopts many of the approaches taken by the Career Wales, CSNI and My World of Work websites.

As with the others it provides an extensive database of information for users and an interactive service that helps individuals target their requirements. One main difference between it and the CSNI website is that it does not make a large degree of differentiation for a user's age.

In addition, the CSNI website provides direct contacts to Careers Advisers, including what office they work at, email addresses and contact numbers. The NCS service only provides a single contact number in order to make an appointment in an individual's local area.

In a recent report published by the House of Commons Education Committee, it found that for young people in school there were large disparities in the quality and quantity of Careers

guidance provided, with a tendency for a reliance on the information available online. As stated in the report:[6]

> *Websites are a valuable source of information about careers for young people. They cannot, however, replace face-to-face guidance.*

5 Career Wales (Wales)

Career Wales has recently undergone redevelopment with a revised website going live in December 2012.[7] The Career Wales website has a similar design to that of the NCS, using information boxes on its home page to identify key areas of interest and recent news. Unlike the CSNI and NCS websites, Career Wales is a separate website and is not hosted on a government website such as Direct Gov and NI Direct.

Careers Wales saw the following usage in 2011/12:[8]

- 19,057,330: the number of times a user viewed a page within careerswales.com;
- 576,957: the number of unique visitors to careerswales.com; and
- 436,899: the total number of users who have registered an account with careerswales.com since its launch.

Based on the number of unique visitors, Careers Wales had 0.188 visits per person in Wales.[9]

The website uses tabs for navigation, with six in total:

- Home;
- Your Career;
- Jobs and Training;
- Education and Courses;
- Tools and Resources; and
- Contact Us.

6 House of Commons, Education Committee Careers guidance for young people: The impact of the new duty on schools http://www.publications.parliament.uk/pa/cm201213/cmselect/cmeduc/632/63209.htm#a24

7 Career Wales, Annual Report 2011/12 http://annualreport.careerswales.com/dotcom.html

8 Ibid

9 Please note, this figure is indicative only as it does not take into consideration people who may visit the website from outside Wales. Population figure (3,063,456) source via Census 2011 data.

Figure 6 following provides a screenshot of the Home page.

Figure 6: Careers Wales Home page

Of the career sites reviewed in this paper, Careers Wales is one of the largest. It provides similar information to the CSNI and NCS websites. Like the NCS website, it has an interactive section that allows users to input information regarding their skills and career aspirations in order to facilitate careers guidance.

The Careers Wales website has a number of additional features in comparison to the CSNI and NCS websites. For example, the Careers Wales site has an extensive section for Professionals working in Careers Guidance. Information in this section includes best practice ideas, labour market information, teaching and learning resources, and a document library.

Careers Wales also has a section entitled ‘Games and Activities’. This section provides six different games for (young) people to use and test their knowledge of what to expect in certain working situations. For example, the “Work Experience” game has three parts:

- Researching placement options;
- Preparing for work experience; and

- First day – things you should know.

As with the other Careers websites, Careers Wales provides information for users on Jobs. The site identifies 15 different sectors and provides information on each industry, including jobs within that particular sector. Figure 7 following provides a screenshot of what information is provided.

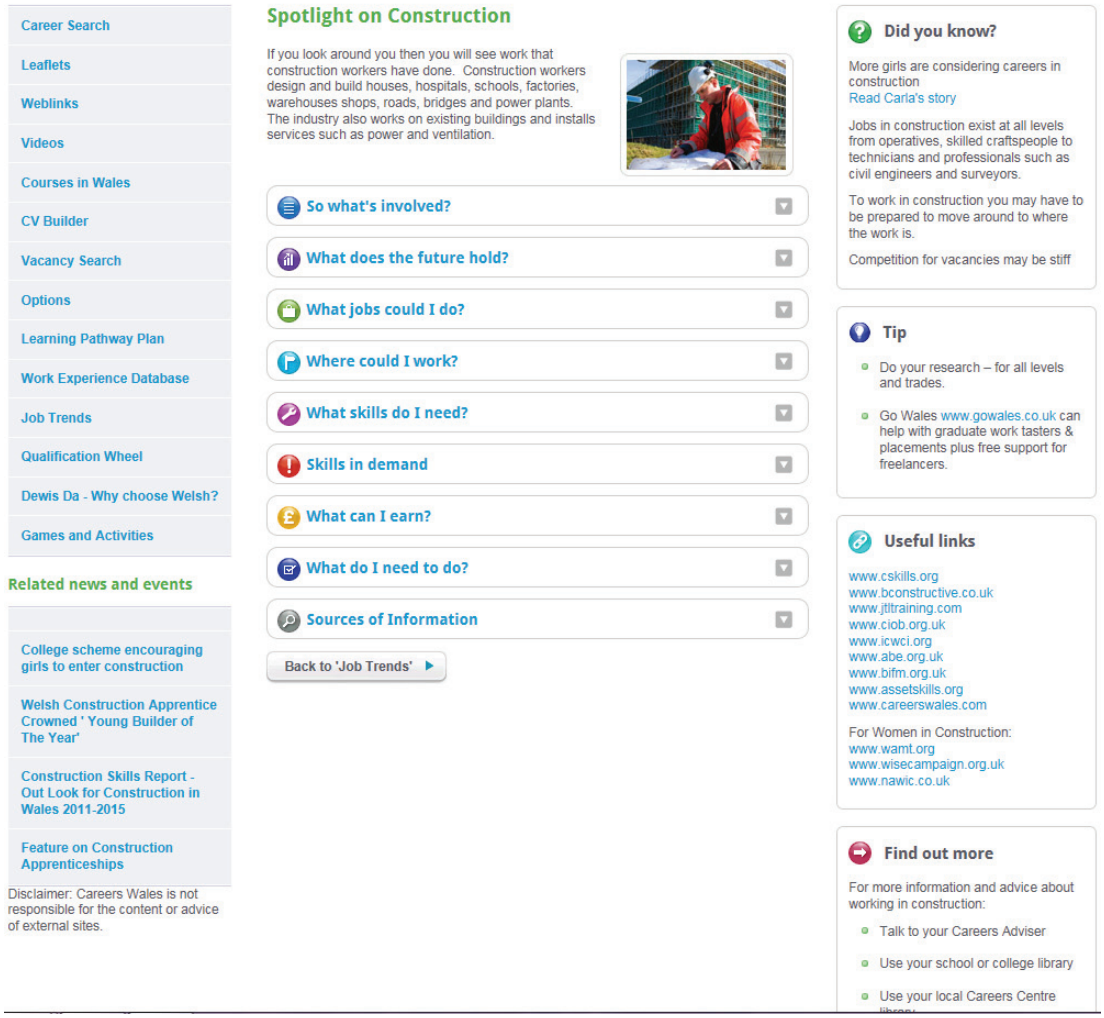


Figure 7: Careers Wales LMI

The jobs trends section provides information on the types of jobs involved in the industry (for example, in Construction 20 types of jobs are listed, with links to the career search section of the website to facilitate information gathering).

Figure 8 shows the results for someone searching for information on becoming a brick layer. What may be of note is that it provides information on the current number of vacancies and courses. The statistics information includes weekly pay and employment by gender and region.

The webpage also provides a link to a leaflet on bricklaying. This details what skills are needed, training and prospects. However, in a similar manner to the LMI provided on the CSNI website, the information is dated, with the leaflet produced in October 2011.

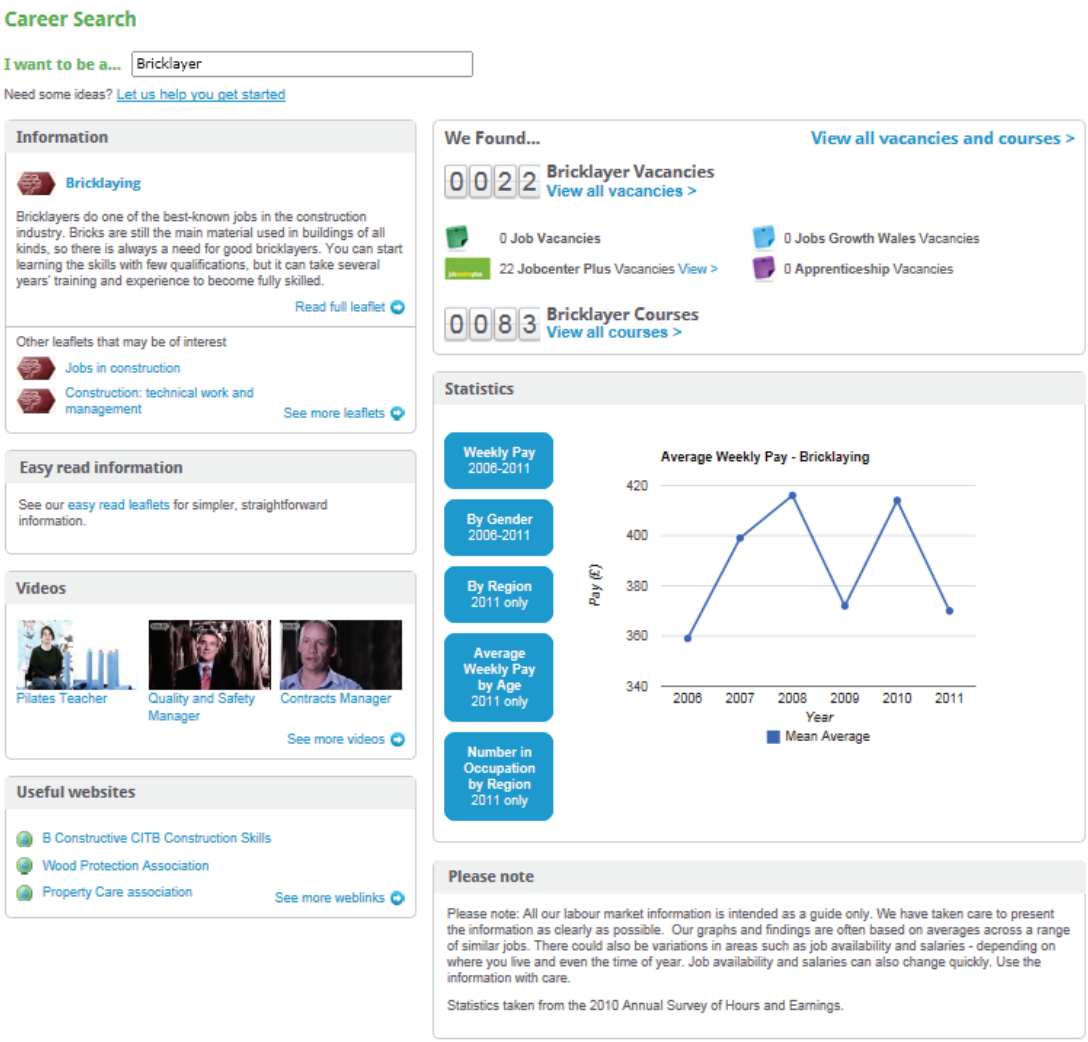


Figure 8: Careers Wales Career search information page

As with the CSNI website, vacancy information is provided via Jobcentre advertisements, although provision is made for generally advertised vacancies.

5.1 Summary

The Career Wales website is the largest on the four regional career websites. It contains extensive information for young people, adults and professionals working in career guidance.

As seen above, it also provides easy to read statistical information on careers, including vacancies and available courses.

6 My World of Work, Scotland

The My World of Work (MWOW) website is the careers guidance website of Skills Development Scotland. Like the other careers guidance websites in Great Britain it is relatively new, having been launched in August 2011.

As stated by Skills Development Scotland:

My World of Work will complement SDS's current face-to-face and telephone services, as well as those provided by partners, so that customers have access to a range of channels depending on the level of support they need.

My World of Work (MWOW) has a series of information boxes and tabs as its main navigation tools. From the Home page it has six main options:

- Choose a Career;
- Get a Job;
- Make a Change;
- Learn and Train;
- Information for Me; and
- Services.

MWOW shares a large number of similarities to the NCS and Careers Wales websites, including the addition of interactive services. This is accessed through “My Career Toolkit”.

Figure 9 provides a screenshot of the Home page.

Figure 9: My World of Work Homepage

As can be seen in Figure 9 this comprises a toolbar running across the centre of the web page. The toolbar is on each page of the website and acts in the same manner as the other interactive elements on the other websites. It allows users to tailor their needs to the information available on the website, whilst being able to access additional resources.

Each of the six tabs on the Home page link to other sections of the website, providing specific information on the selected topic to users. These sub-sections include an information box, further tab selections and advice articles.

The main source of information on MWOW (other than via the Career Toolkit) is Advice Articles. The Advice Articles cover a variety of topics and at the time of writing, the MWOW site has 186 advice articles.

MWOW also provides specific information for certain groups such as parents, young people and the unemployed. This information is again provided via advice articles.

6.1 Summary

MWOW replicates a number of the features seen in the other GB websites. The interactive services provide a main focus of the website, with the career toolkit available on every page.

Its use of advice articles rather than links to other web pages can mean lengthy searches for information. However, the large number of articles and extensive content means that there is a large amount of information available for users.

7 Conclusion

The four regional career service websites provide a wealth of information for all ages.

However, there are some key differences in the Northern Ireland website and those in operation in Great Britain.

It should be noted that the CSNI is currently undergoing a review of the website service. As stated in the 2011 CEIAG Implementation Report:[10]

> *Work is ongoing to refresh the design and content of the Careers Service website and discussions are continuing with NI Direct and Officials in England, Scotland and Wales to develop the use of other technologies.*

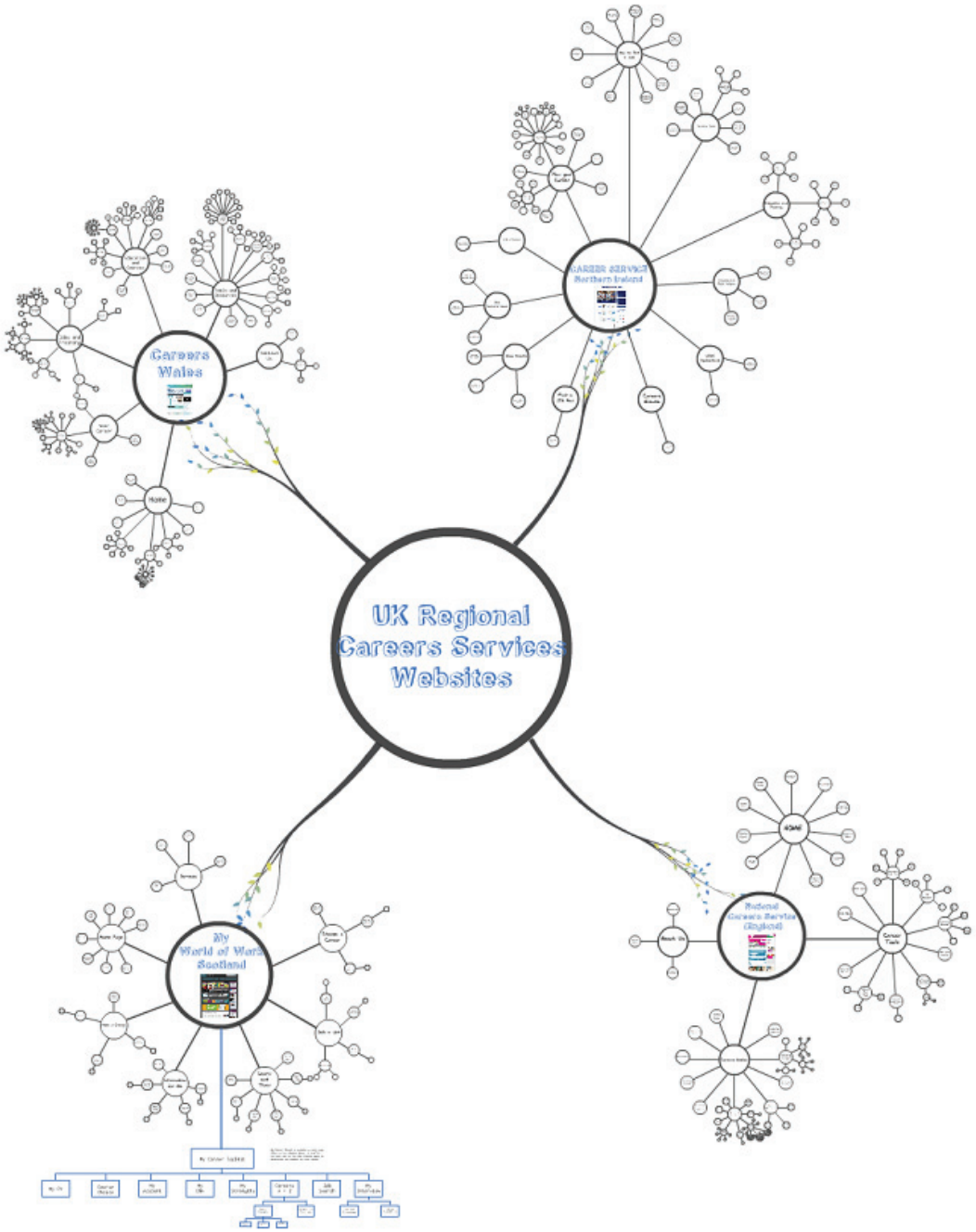
The Committee may also wish to note the following:

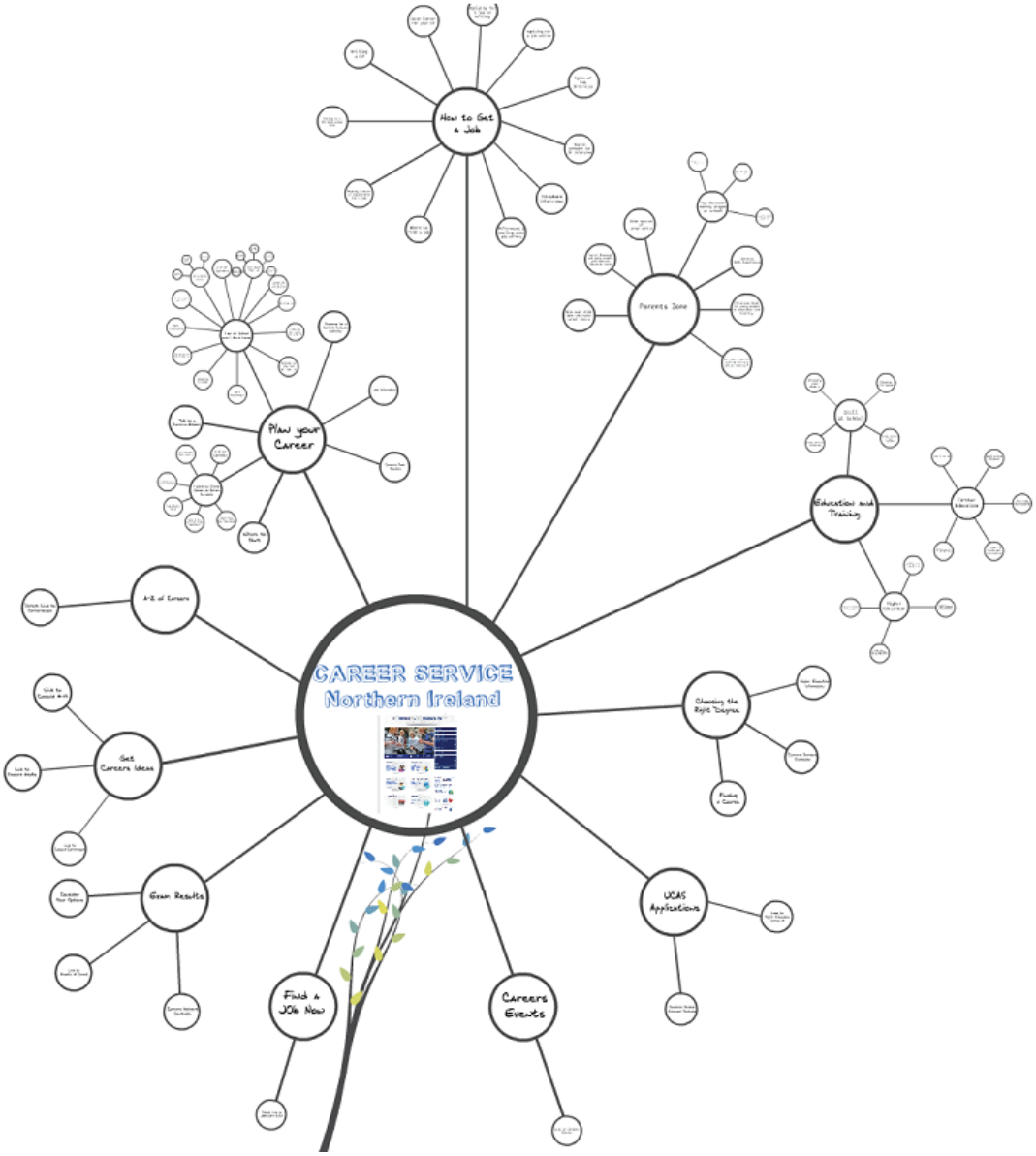
- Unlike the other UK Careers Websites, CSNI does not provide a dedicated Job or Course search function. Rather, it provides external links to other websites. Whilst, in the case of job searches, this does not provide much difficulty, for the Course search it does add a level of awkwardness as it involves searching multiple websites for a specific course;
- The Labour Market Information on the CSNI website is somewhat dated, although in some cases LMI was older than a year on the GB websites. There is an ongoing project within the CSNI to provide updated information. The Committee may wish to ask the Department for an update in regards to this process;
- In the CEIAG strategy it is stated (at section 6.6.6) that the website will act as a primary source of accurate up-to-date labour market information. It goes on to state that this will include collaboration with, schools, colleges, Education and Library Boards and universities, to ensure the provision of consistent and relevant careers information. The Committee may wish to ask the Department what collaboration has occurred with these bodies in the development of LMI for the website and how successful it has been; and

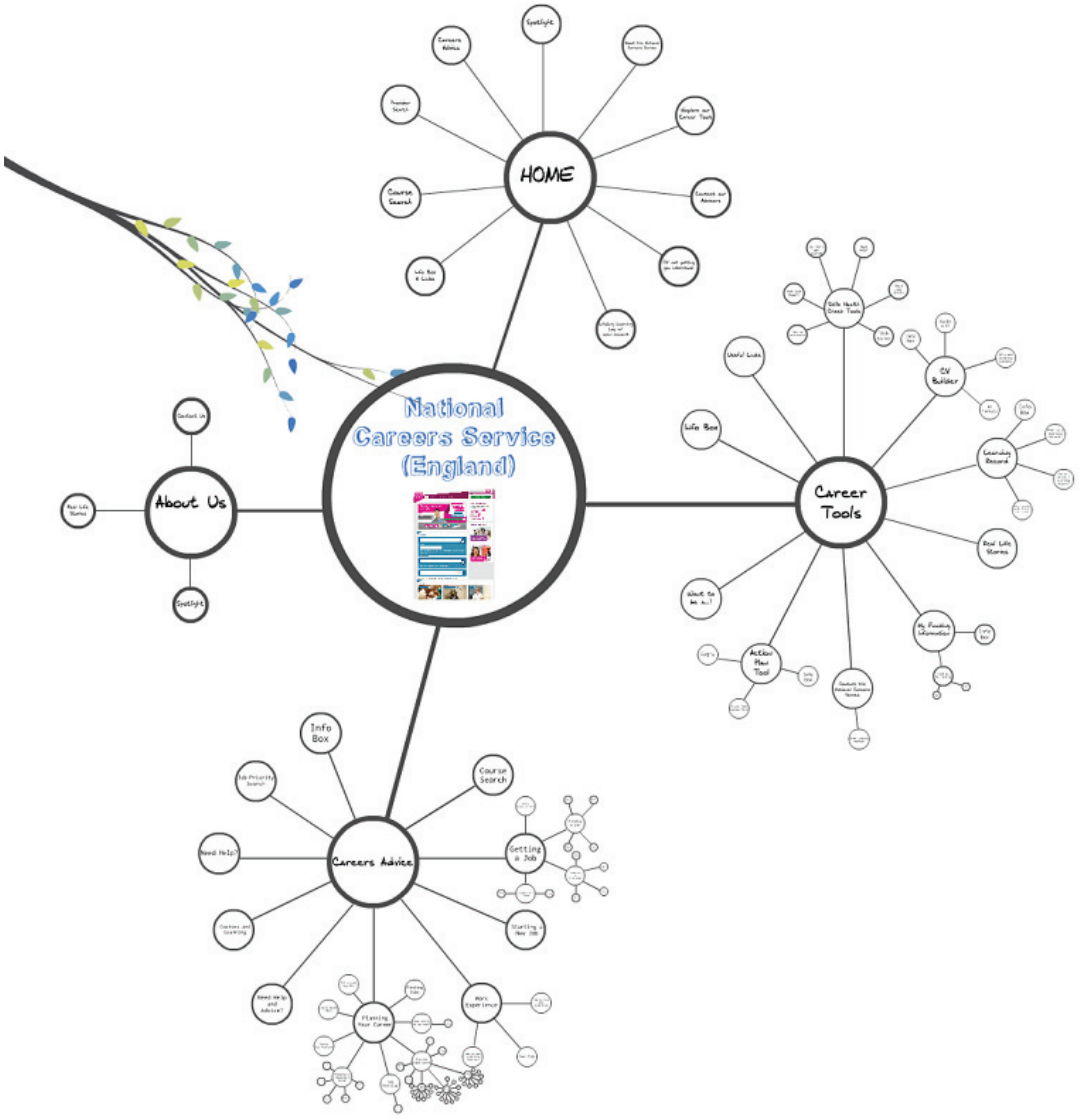
10 DEL, Preparing for Success Implementation Report March 2011, http://www.delni.gov.uk/preparing-for-success-implementation-report-march-2011.pdf

- The CASCAID system appears to be somewhat generic and lacking in detail in some of its information. In addition, as it is a separate website from CSNI it does not provide a comprehensive, single website providing careers advice and guidance in a similar vein to the other UK websites.

Appendix 1:
UK Regional Careers Services Website Structure and Content




CAREER SERVICE
Northern Ireland
How to Get a Job
Parents Zone
Plan your Career
Education and Training
A-Z of Careers
Get Careers Ideas
Exam Results
Find a Job Now
Careers Events
UCAS Applications
Choosing the Right Course


HOME
National Careers Service (England)
About Us
Career Tools
Careers Advice
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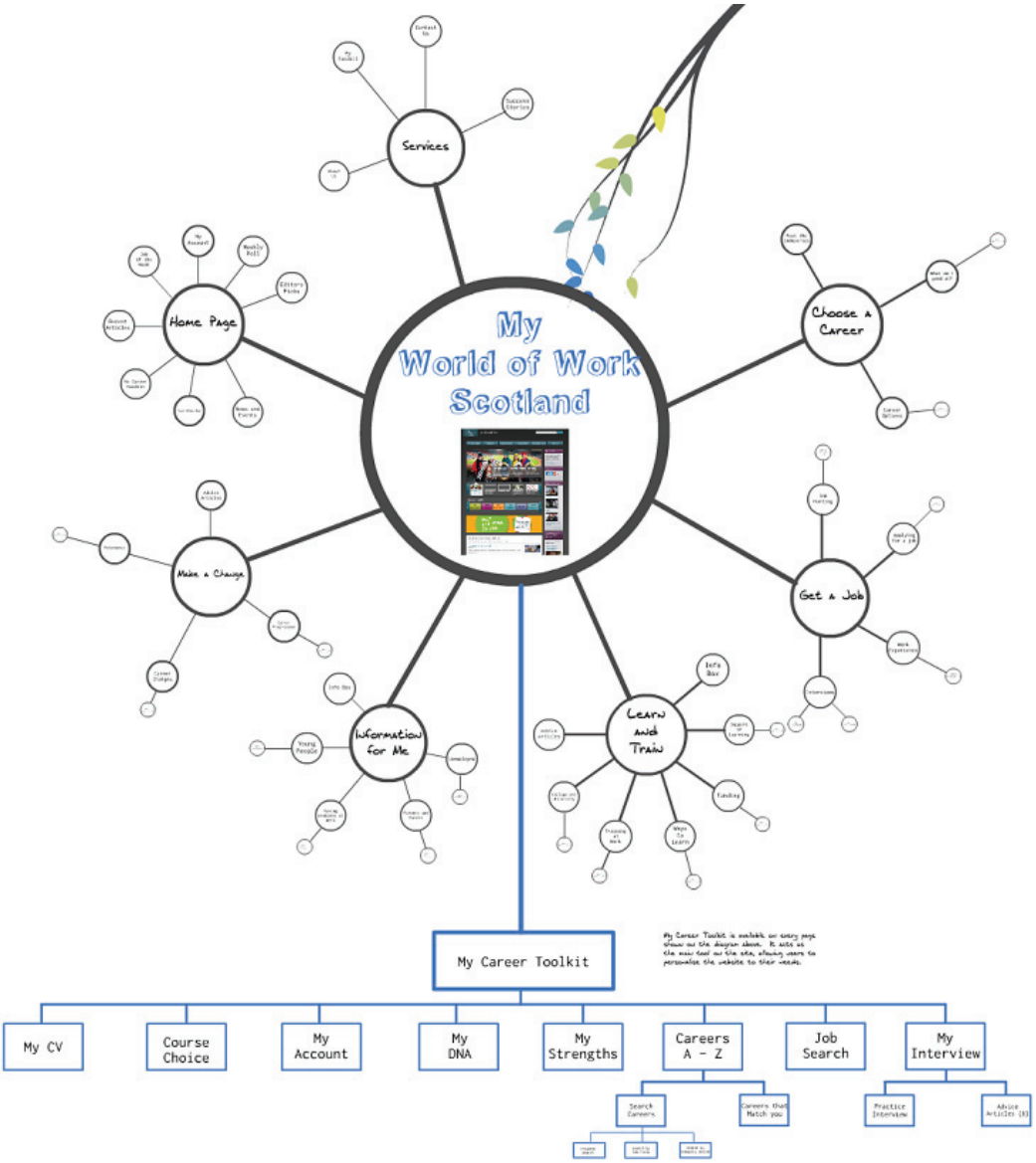
Course Search
Getting a Job
Action Plan Tool
CV Builder
Real Life Stories


My
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Make a Change
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My Career Toolkit
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My DNA
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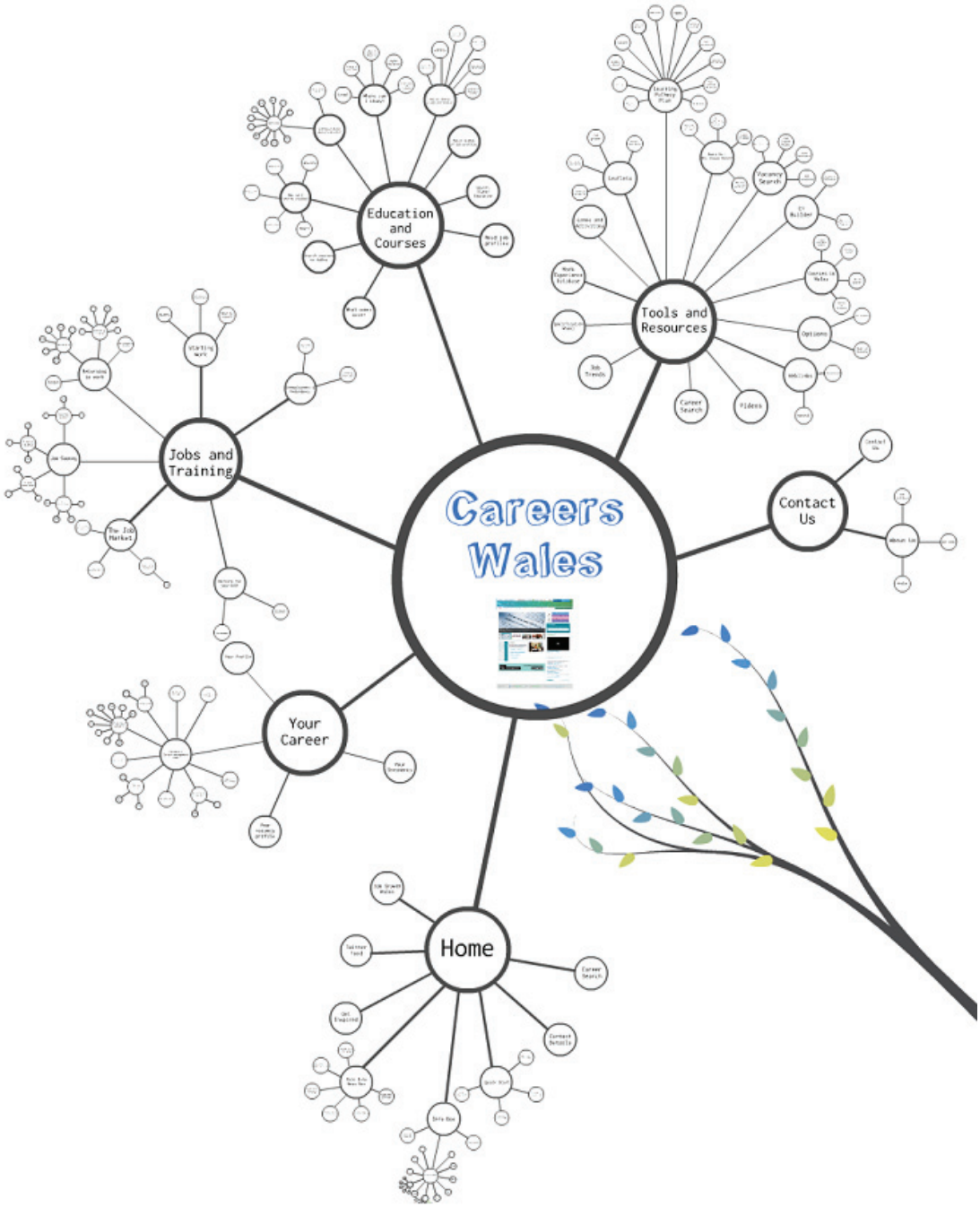
Job Search
My Interview


Careers Wales
Education and Courses
Tools and Resources
Jobs and Training
Contact Us
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Home

Appendix 2: LMI Leaflet

people:skills:jobs:

Department for Employment and Learning
www.delni.gov.uk

ENGINEERING, SCIENCE AND MANUFACTURING TECHNOLOGIES (SEMTA) FACT SHEET – NORTHERN IRELAND

OVERVIEW AND PROSPECTS

The engineering manufacturing and science industries are companies that manufacture metal products, electrical and electronic goods, automotive, aerospace including aircraft and satellites, boat and shipbuilding. Semta and The Engineering Training Council Northern Ireland (ETCNI) also represent companies involved in scientific research and experimental development. The engineering and science industries employ over 36,000 people in 2,800 companies with most people employed in companies that produce metal products. It is estimated that around 950 people per year will be needed across all of the industries with most roles being for skilled craftspeople, operatives, managers and professional occupations.

OCCUPATIONS WITHIN THE INDUSTRY

Occupations	Total • mployment		Annual •ecruitment •equirement	*Replacement • emand
	2010	2015	2010-2015	2010-2015
	Number	Number	+ / - change	
Managers and •enior • fficials e.g. • roduction • anager, • arketing • anager, • ales • anager	3,400	3,660	150	710
Professional • ccupations e.g. • roduction and • rocess • ngineers, • esign and • evelopment • ngineers, • echanical • ngineers, • hysicists, •esearch scientists.	3,700	3,880	105	450
Associate • rofessional and •echnical • ccupations e.g. • cience and • ngineering •echnicians	3,700	3,810	110	550
Skilled •ades e.g. • etal • orking • roduction and • aintenance •itters, • elders, • etal • achine •etters and • etter • perators	5,000	4,100	160	1,880
Process • lant and • achine • peratives e.g. • etal • orking • achine • peratives, • ssemblers, • lant and • achine Operatives, •nspectors and •esters	2,800	2,370	130	1,190
Total	**18,600**	**17,820**	**655**	**4,780**

Source: Semta/IER employment forecasting model 2010 (Selected Occupations)

Higher level management, professional and technician occupations are likely to form a greater share of total employment in Semta's sectors in the future shifting away from manual and unskilled jobs[1].

[1] Northern Ireland Sector Skills Assessment 2011, Semta

Alliance Sector Skills Councils Northern Ireland

semta
The Sector Skills Council for Science, Engineering and Manufacturing Technologies

SKILLS AND ENTRY REQUIREMENTS

There are various routes of entry into the engineering manufacture sector. For craft skilled occupations and some assembly and operator occupations, entry will tend to be through apprenticeships and work based learning. For engineering technician and professional engineering roles entry will tend to be through HNDs and degrees or progression from apprenticeships. In the science industries, entry to laboratory science occupations and senior roles normally requires a degree although increasing numbers of employers are beginning to explore further education and work based learning entry for laboratory technician roles. For further detailed information go to
http://www.semta.org.uk/careers__qualifications/more_advice__guidance.aspx

CURRENT VACANCIES AND SKILL SHORTAGES

17%[2] of engineering companies in Northern Ireland reported having hard-to-fill vacancies. The most difficult roles to fill were for skilled craftspeople, process plant and machine operatives, managers and professional staff. The main reasons given by employers for recruitment difficulties were a lack of applicants with the necessary skills, work experience and qualifications, such as appropriate NVQs or qualifications such as GCSEs, A levels or HNDs. 18% of engineering employers reported difficulties recruiting engineering graduates. The main technical skills gaps* for the engineering sector were welding, CNC machine operations, mechanical engineering, metal working, electrical engineering and computer aided design (CAD).For further details visit
http://www.semta.org.uk/about_us/media_centre/research_reports/science_industries_report_2010.aspx
http://www.semta.org.uk/public_bodies/research/sector_skills_assessment_2011.aspx

** Skill gaps exist where there is a gap between an employee's current skill level and what is needed to meet work objectives.*

DID YOU KNOW THAT IN NORTHERN IRELAND...

- 80% of companies in the engineering and science industries employ between ••••and •••people.
- ••••• nly 10% of people working in engineering or science are self employed.
- 82% of the engineering workforce is male.
- Women are under represented across all sectors of engineering in craft, skilled, professional and management job roles. Over a quarter of the electrical equipment and electronics workforce is female.
- Significant numbers of staff will still be needed by all sectors in order to replace those who leave their jobs because of retirement or other reasons.
- 16% of engineering companies recruited a recent graduate, 27% recruited a worker aged over 45 years old, 65% recruited a young person aged between 16 and 24 years.

USEFUL LINKS

Careers Service NI	Provides an impartial all-age careers information, advice and guidance service: www.nidirect.gov.uk/careers
Semta	The Sector Skills Council for Science, Engineering and Manufacturing Technologies: http://www.semta.org.uk/careers__qualifications/more_advice__guidance.aspx
ETC NI	Engineering Training Council, Northern Ireland: www.etcni.org.uk
JobCentre Online	Contains vacancies currently notified to Jobs & Benefits offices: www.jobcentreonline.com

Information provided by Semta. Last updated January 2011.To check that this is the most up to date fact sheet to www.nidirect.gov.uk/careers

[2] Northern Ireland Sector Skills Assessment 2011, Semta

January 2013 - South Eastern Regional College- Developing Employability Skills - Getting the Edge

SERC

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Developing Employability Skills – Getting the Edge

Presentation to DEL Employment and Learning Committee

SOUTH EASTERN REGIONAL COLLEGE

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‘Get the Edge’ Programme

- Vocational Qualification
- Essential Skills
- Personal Development Qualification
- Employability initiatives:
  - Student Enterprise week
  - Industry projects
  - Placements
  - SERC Student Companies
  - SERC Volunteer Programme

One holistic programme

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Preparing students for work

- Employers want:
  - Employees with the right skills, attitude, values and standards of behaviour
- SERC is giving students:
  - Vocational skills
  - Essential skills
  - Employability skills and also
  - Social skills

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Preparing students for work

- More challenging environment – less jobs more competition
- Good grades in vocational area alone not enough
- Achieving Essential Skills not enough
- Student need to develop personal and enterprise skills
- Students need 'The Edge'

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Getting 'The Edge'

- Video introducing 'The Edge'
- SERC Media Centre

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January Employability Pilot

- January 2012 pilot commenced on the 9th and 10th January 2012 on all main Campuses
- This was aimed at those students who would be progressing in June 2012 to either further study or employment
- Student attended workshops and employers were on hand to discuss any issues students may have
- Linked into the C&G Employability Qualification
- Lessons learned informed planning for Sept 2013

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Staff and Student Consultation

- Consultation held with HOS, AHOS and other Key Staff including Tutors and Course Coordinators
- Consultation panel with academic staff in relation to the Personal Development module. Changes made in line with what these key staff felt would work better
- Consultation panel with students regarding induction plan, facilitated through the SU, again making changes where necessary
- This meant that both staff and students had an ownership of the project thus ensuring complete buy in to the process.

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Student Enterprise Week

Rationale for the programme

- Create a consistent approach to enterprise across the whole College
- Utilise best practise that has been created in certain vocational courses by SERC tutors
- development of new teaching and learning methods through the use of ILT
- break out of the silo based learning that vocational courses can sometimes create
- ensured a fun, creative and inclusive learning environment from day one in SERC

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Student Enterprise Week

Direct benefits to students

- create student peer to peer relationships in first week
- introduce group and team work to students
- introduce problem based learning – look for solutions
- introduce project based learning
- introduce peer assessment and external panel assessment
- encourage competitive spirit within classes and between classes
- improve IT, communication and research skills
- increased involvement in activities such as SERC Student Companies, SERC Volunteer Programme, SERC industry projects

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Student Enterprise Week

Implementation Plan

- Took place from Monday 3rd – Friday 7th September 2012
- All FT FE and HE programmes (TFS took place at Halloween)
- Module selected - *C&G 7546 - Communicating Solutions to Others*
- Tutors were assigned to a student group for the week and would work to complete all aspects of the module with them
- Learning Pack was provided to tutors – includes lesson plans, presentations and assessment materials https://moodle.serc.ac.uk/course/view.php?id=27511
- Problems were specific to vocational area or industry (list provided). Alternatively tutors could provide an alternative that had to be submitted in advance to the College Enterprise Panel https://moodle.serc.ac.uk/course/view.php?id=27511
- The best student solutions were assessed by 39 independent panels and could win prizes
- Students created a video log of progress made each day and uploaded onto MOODLE
- Panel assessment of solutions took place towards the end of the week

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Student Briefs

- Finding a solution to a given problem
- Consultative exercise with academic departments
- Generic SERC based briefs
- Briefs tailored to specific curriculum areas
- Several Themes - Social, enterprising, commercial, curriculum specific……..
- Different approaches across Schools
- Opportunities for implementing solutions

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Assessment Judging Panels

Internal staff across all departments

- CMT
- Academic
- TFS
- Business Services
- Community Development
- ICT
- Examinations
- Learning Support
- MIS

External Members

- Local Councils
- Invest NI
- Voluntary & Community Organisations
- Bank Representatives
- Business Representatives
- Recruitment Agencies

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Teaching & Learning

Uniform approach across SERC

Active learning throughout

Development of new skills for students

e.g. webcams

Extensive use of ILT on teaching and learning process

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Students' Perspective

Winning Team – Hair Razors

Brief: SERC have 3 successful salons but would like to increase the number of customers using them. Can you come with a unique launch event/activity to promote the salon or campus?

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Projects, Placements and Business Engagement

- Importance of:
  - Student placements
  - Industry based student projects
  - Supporting businesses and engagement
- Business Engagement and Student Tracking (BEST) software

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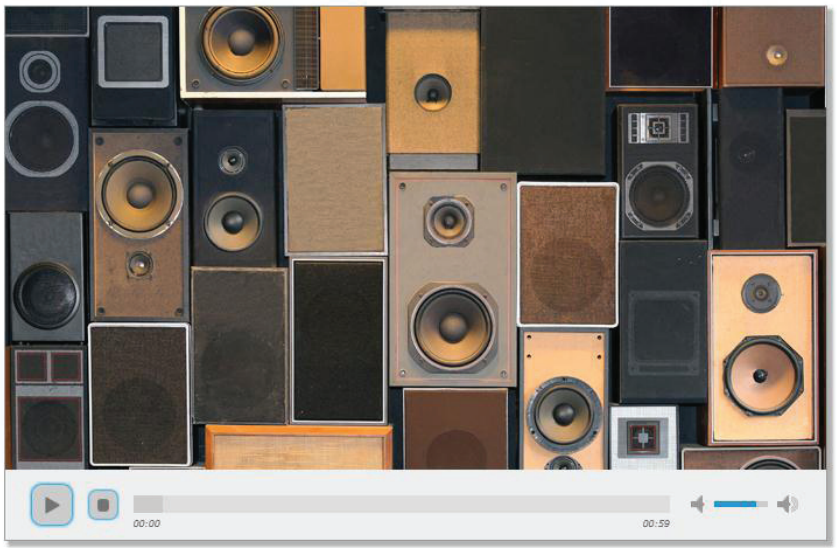
Getting the Edge Radio Project

Neal Humphries Music



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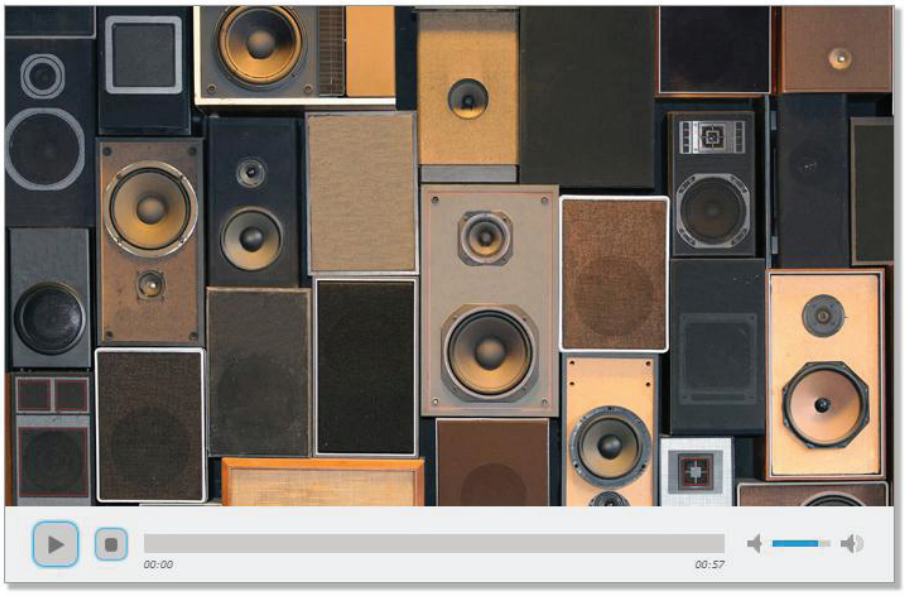
Heather Magee- Media



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Student Progression

- FELS Destinations for FT students shows the progression for the 2925 students who left the College in 2011/12.
- Fewer than 3% went to unemployment
- Almost 30% of students went to full or part time employment
- 59% went to FE, HE or training.

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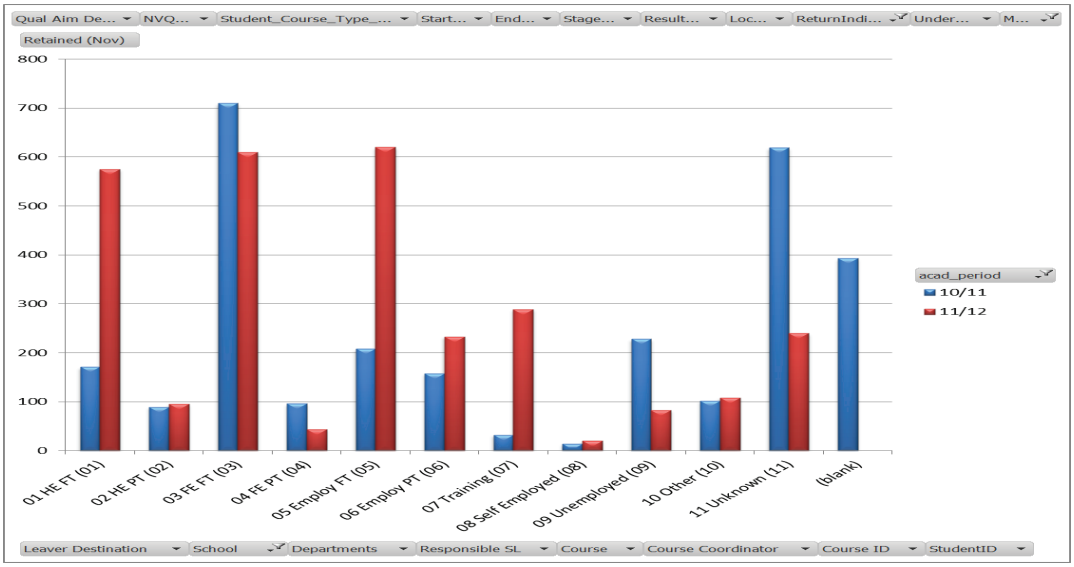

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On-line Careers Software

- Pilot on-line psychometric testing to identify and assess students' capabilities for certain job roles
- Like to link this to the Scottish 'My World of Work' software for careers
- Scope to link this to City and Guilds qualifications for 7546 e.g.
  - Career planning and making applications
  - Developing self for learning & work
  - Performing effectively at interviews
  - Career Progression

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Questions?

March 2013 - Nothing in Common - The Career Aspirations of Young Britons Mapped Against Projected Labour Marker Demand 2010 - 2020

UKCES
UK COMMISSION FOR EMPLOYMENT AND SKILLS

b-live

Education and Employers

Nothing in common:

The career aspirations of young Britons mapped against projected labour market demand (2010-2020)

Dr Anthony Mann, David Massey, Peter Glover,

Elnaz T. Kashefpadkel and James Dawkins

March 2013

Supported by

Bank of America Merrill Lynch

Occasional Taskforce Research Paper: No. 2

The report partners

This report represents the results of a collaboration between b-live, charity the Education and Employers Taskforce and the UK Commission for Employment and Skills. It is published within the Taskforce's Occasional Research Papers Series.

About b-live

www.b-live.com

In partnership with schools and employers, the b-live Foundation supports a community of over 330,000 young people (aged from 11 to 19) in secondary school to inspire, develop their skills and place them into relevant work opportunities. Putting the social mobility of young people at the heart of its service, b-live engages uniquely with students at an individual level through an integrated curriculum programme providing Careers IAG, work related lessons, workshops and work experience. Each student's development is measured throughout their secondary education providing employers and schools with intelligent impact reports. Founded and led by CEO Tanja Kuveljic, b-live places young people at the heart of its vision and service.

About the Education and Employers Taskforce

www.educationandemployers.org

The Education and Employers Taskforce is a UK charity created in 2009 to ensure that every state school and colleges has an effective partnership with employers to support young people. As well as undertaking research into the impact and delivery of employer engagement in education, the Taskforce manages innovative programmes to enable schools and colleges to connect efficiently and effectively with employers including www.inspiringthefuture.org. The Taskforce works in close partnership with the leading national bodies representing education leaders, teaching staff and employers/employees.

About the UK Commission for Employment and Skills

www.ukces.org.uk

The UK Commission for Employment and Skills is a non-departmental public body providing strategic leadership on skills and employment issues in the four nations of the UK. Together, our Commissioners comprise a social partnership that includes CEOs of large and small employers across a wide range of sectors; trade unions and representatives from the Devolved Administrations. Our mission is to work with and through our partners to secure a greater commitment to invest in the skills of people to drive enterprise, jobs and growth.

For more information about this report, contact
info@educationandemployers.org
Education and Employers Taskforce
246 High Holborn
London WC1V
0203 206 0510

Introduction

This paper asks a simple question: is there any alignment between the career aspirations of young people, aged between 13 and 18, and the best estimates of actual demand within the current and future British labour market?

The question is relevant to young people, employers and the UK's future prosperity. The question is pertinent to young people who make important decisions about their future at ages 14, 16 and 18. Such decisions, about subject options chosen or dropped and experience sought, gained or missed are essential to the ultimate prospects of young people in the jobs market. This paper asks, therefore, whether teenagers, as they make these decisions, do so with career aspirations in mind which reflect realistic opportunities in the world of work.

To employers, the importance of the question relates to flow of a new generation of workers with interests, skills and qualifications relevant to available jobs. The productivity of enterprises is closely linked to the quality of staff they are able to recruit and retain. This paper addresses the question, therefore, of whether young people are aware of the range of opportunities open to them. Is the youth labour market working effectively in signalling to young people the breadth of opportunities which are available and what they need to do – the decisions they needed to take at 14, 16 and 18 – to allow them to compete successfully in recruitment competitions.

Context

A small number of existing studies have considered whether the career aspirations of young people reflect the reality of labour market demand. All have concluded that an information gap exists and that teenagers commonly have a very weak understanding of labour market demand.

Emma Norris's 2011 report for the Royal Society of Arts engaged 30 staff members and 32 students from four English Further Education Colleges in structured discussion about future decision-making. She found that

> *students are not fully aware of the diversity of jobs available in different sectors. This leads them to develop aspirations that are neither determined by their ability nor based on a comprehensive understanding of the types of jobs available. ...FE learners do not find it easy to access people who have experience of the careers or education they would like to pursue. As a result, their understanding of particular sectors is often restricted to only the most visible roles and jobs, for instance in law – a*

> *barrister; in television – an actor. FE learners who decide to pursue law, or broadcasting, consequently direct their energies into attaining the most desirable, competitive and visible jobs in these disciplines as they are the only jobs they know of.* (Norris 2011, 16)

A project team from the University of Glasgow reached similar conclusions in 2011. Considering the attitudes and experiences of 490 pupils in three urban areas (London, Nottingham and Glasgow), the team lead by Ralf St Clair, found little knowledge of available jobs or how to get them:

> *there was little correspondence between the structure of [local] labour markets and young people's aspirations and expectations. ...Parents' hopes for their children were mainly unspecific as to occupations; there appears to be little awareness of routes to success. ...Overall, there seemed to be a common lack of understanding of the ways in which school, post-school education and vocations were linked* (St Clair et al, 2011, 58, 64)

A further recent study, also commissioned by the Joseph Rowntree Foundation, reached a similar conclusion. Loic Menzies's review of the aspirations of disadvantaged pupils found that they were often high, but that commonly such young people and their parents lacked the knowledge and connections to provide reliable insight into how to achieve career ambitions (Menzies 2013).

One rare quantified study has attempted to map the career aspirations of younger pupils against the composition of the current labour force and found a comparable disconnect. That 2009 study led by Graeme Atherton (University of Westminster) for the then Department for Children, Schools and Families mapped the occupational preferences of 610 Year 7 pupils against the then UK labour market. The study found that 42% of pupils were interested in pursuing careers in just seven highly competitive areas: performing arts, professional sports, teaching, veterinary science, law, policing and medicine. The full mapping showed sharp discrepancies against actual labour market composition:

Table 1. Industrial sector preferences of Year 7 pupils mapped against UK labour force by sector (Atherton et al 2009, 18).

Industry	Total number employed in that industry	% employed in that industry	% of Y7 choosing these careers (N=483)
Agriculture & Fishing	**250,943**	**0.9**	**0.21**
Energy & Water	**171,718**	**0.6**	**0.21**
Manufacturing	**2,875,201**	**10.6**	**0**
Construction	**1,280,044**	**4.7**	**5.18**
Distribution, Hotels & Restaurants	**6,477,187**	**23.8**	**2.28**
Transport & Communication	**1,580,448**	**5.8**	**6.42**
Banking, Finance & Insurance	**5,760,210**	**21.2**	**3.11**
Public Administration, Education and Health	**7,329,546**	**27**	**36.23**
Others	**1,455,977**	**5.4**	**46.38**

Methodology

B-Live Survey Profile

This study draws upon data supplied by the b-live Foundation. Over March/April of 2012, using its unique database, the Foundation surveyed some 11,759 young people aged 13 to 18 across England about their career aspirations. Respondents were presented with a list of 69 different occupations and invited to select up to three which represented career aspirations in which they were particularly interested. Some 10,729 young people, aged predominantly between the ages of 13 and 16, selected one or more of the occupations available.

The opportunity for young people to select up to three areas of occupational interest allows for a richer insight into the relevance of young people's aspirations to actual labour market

demand. Commonly, young people consider a number of potential career aspirations simultaneously often developing 'best case' and 'fall back' interests working to keep their options open through the educational process (Archer et al 2010, 87-88). By allowing up to three choices, more realistic insights are gained into the pattern of teenage career interests across the labour market.

The survey includes only limited information about the social background of those surveyed. Attendance by school types is known and does not noticeably under or over represent young people attending educational institutions which could be expected to be socially exclusive: Comprehensive (74%), independent (5%), grammar (8%) and other school/colleges types (13%). Further data on socio-economic background or attainment levels is not known. Sample size is significantly greater than that used in the only previous UK quantitative study known (Atherton et al 2009, cited above) which sought a similar, if less ambitious, comparison.

Statistical Modelling and Analysis

Table 2. B-live sample and respondents - segmented by age at time of survey

		Selected one or more occupations	Didn't select an occupation	Total
How old are you?	13-14	6,254	608	6,862
	15-16	3,882	385	4,267
	17-18	593	37	630
Total		10,729	1,030	11,759

Table 3. Sample and respondents – segmented by school type attended

School Type Attended	Selected one or more occupations	Didn't select an occupation	Total
Comprehensive	8,011	736	8,747
Independent	534	64	598
Grammar	890	81	971
Other	1,294	149	1,443
Total	10,729	1,030	11,759

Young people participating in the survey were provided with a list of 69 occupations across a multitude of UK industrial sectors and instructed in the context of a survey exploring their career choices to "please click on your favourite three jobs from the list below". Of the 11,759 13-18 year olds 10,729 (91%) responded choosing one or more jobs whilst the remaining 1,030 (9%) did not provide an answer.[1]

A coding frame was developed premised upon the original survey questions and answers, the data was coded, and filters were utilised to isolate the desired age groups for analysis. The 69 selected occupations chosen by survey respondents were stratified by age group (13-14, 15-16 and 17-18). The data was then given to UKCES analysts who assigned the surveyed occupations, in consultation with the Education and Employers Taskforce research team, against 25 national labour market SOC (standard occupational classification) codes – (see Figure 1 on page 13).

Drawing upon detailed UK labour market projections data from the Working Futures 2010 – 2020 project, UKCES analysts extracted key statistics indicating the net labour market demand across the 25 occupational areas.[2] Working Futures aims to provide a detailed and comprehensive set of UK labour market projections relating to the relative net supply and replacement demand of labour across a variety of industrial sectors. Results from the data provide a picture of employment prospects (relating to some 13.5 million jobs in all) by industry, occupation, qualification level, gender and employment status for the UK and for nations and English regions up to 2020. These projections form a core part of the base of labour market intelligence that is available to support policy development and strategy around careers, skills and employment. Using this information, the Taskforce mapped the projected 2010-2020 labour market demand against the favourite occupational choices selected by young people (aged 13-18) in 2012.

The results of these data comparisons are given in the figures which follow:

Figure 2. *Career aspirations of young people aged 13-14 mapped against projected labour market demand (2010-2020).* See page 14.

Figure 3. *Career aspirations of young people aged 15-16 mapped against projected labour market demand (2010-2020).* See page 15.

[1] Other quantitative studies have estimated that between 7% and 20% of teenagers are undecided or uncertain about careers (Gutman & Schoon, 2012; Yates et al, 2010; Sabates et al, 2011)

[2] http://www.ukces.org.uk/ourwork/working-futures. For the purposes of the study projected labour demand is the sum of net job creation and replacement demand factors, which gives an indication of total projected job openings. Replacement demand is by far the most significant contributor to total job openings and is expected to generate almost 90 per cent of openings between 2010 and 2020.

Figure 4. *Career aspirations of young people aged 17-18 mapped against projected labour market demand (2010-2020).* See page 16.

Further data is then presented (Figures 5 to 6), listing the given occupational preferences of young people segmented by the three age groups and by school type attended. Finally, in Figure 7, the average annual full-time salaries related to the ten most popular and ten least popular occupational choices of 15-16 year olds are given.

Findings and implications

How aligned are teenage career aspirations with projected labour market demand?

As might be expected the career aspirations of young people change over time and ostenstibly become more realistic. For example, the single most popular job among teenagers aged 13 to 14 is actor/actress. By the age of 17-18, this preference has fallen out of the top 10 of occupational choices to number 11. However, other observed patterns are suggestive of less substantive change. Over half of the career ambitions of teenagers aged 13-14 or 15-16 (52% in both cases) lie in just three of the 25 broad occupational areas assessed (Culture, Media and Sports occupations; Health professionals; Business, Media and Public Service professionals) and that proportion falls only to 46% for young people age 17-18. The numbers of occupational areas where young people have neglible interest (fewer than 1% of career interests) falls over time, but only from nine areas among 13-14 year olds to seven areas among 17-18 year olds.

Taskforce analysts used Pearson's Product Moment Correlation to measure the strength of the association between the career aspirations of young people and the projected labour market demand. This statistical tool provides a simple assessment of the extent to which different datasets are aligned using a scale of +1 to -1. A value of 0 indicates that there is no association between the two variables. Results from the tests indicated that statistical there was no correlation between the two variables across all age groups (13-14 yrs old = 0.001675; 15-16 yrs old = 0.0005492; and 17-18 yrs old = 0.00184). Put another way, the career aspirations of teenagers at all ages can be said to have nothing in common with the projected demand for labour in the UK between 2010 and 2020.

Does it matter that teenage career aspirations have nothing in common with projected labour market demand?

There is good reason to believe that it is a significant problem. While successful school-to-work transitions are influenced by a wide range of social, educational and economic factors, significant relationships do exist between the character of teenage career ambitions and early labour market success. For young people, misalignment in the character of ambitions and the availability of realistic employment prospects makes it much less likely that they will experience smooth school-to-work transitions. As Figure 3 to 5 illustrate (pages 15 – 17),

patterns of demand and potential supply for labour are rarely aligned. For teenagers aged 15-16, at its most striking, 21% of young people hold ambitions to secure the 2.4% of new and replacement jobs in the UK economy are projected to be found in Culture, Media and Sports occupations. Young people make important decisions relevant to their working lives through their teenage years about the subjects they choose to study at 14 and whether they stay in education and what and where they study at 16 or 18. They also make important decisions about whether they will seek out experience relevant to occupational interests. If young people are pursuing unrealistic ambitions as teenagers (and only 1 in 10 of those young people interested in careers in Culture, Media and Sports careers are likely ultimately to be successful), risks are high that they will pursue educational journeys which may ultimately lead to them to struggle to find relevant work after leaving school, college or university. The danger is great that too many young people will find that the profiles they have developed – the mix of qualifications and experience on which they sell themselves to prospect employers – will not allow successful competition for available job opportunities leading potentially to a period of 'churn' as they adjust and seek new qualifications, training and experience relevant to other parts of the labour market.

The results support the findings from earlier studies cited above that commonly young people are unable to understand the breadth of ultimate job opportunities across the economy leading them to potentially identify unrealistic career aspirations. The work of Dr Scott Yates and colleagues explains why such unrealism raises specific concerns. Drawing on data from the British Cohort Study, a longitudinal database which has followed the fortunes of young Britons since 1970, Yates and colleagues found that young people at 16 holding career ambitions requiring significantly higher qualifications than they themselves expected to achieve were three times more likely to spend significant periods of time being NEET as an older teenager (Yates et al 2010).

From an employer perspective, the findings presented in this paper strongly suggest that labour market signalling is not working. Figure 7 (see page 23) gives the average annual salaries of the 10 most popular and 10 least popular occupational choices of teenagers aged 15 to 16. The table shows that while the average median wage of the top ten occupations (£36,000) is higher than that related to the ten least popular occupations (£25,536), it cannot be simply assumed that young people are responding to salary drivers. Seven of the occupations listed (locksmith, welder, surveyor, speech therapist, personnel/HR, miner and audiologist) among the 10 least popular choices of these teenagers typically pay more than the UK's median average salary (£21,473), on occasion, substantially so.

For employers concerned about the flow of talent into new and replacement employment opportunities, the findings presented in this report may well give pause for thought. The survey shows 36.3% of teenagers to be interested in just 10 occupations (teacher/lecturer, lawyer, accountant, actor/actress, police, IT consultant, doctor, sportsman/woman,

army/navy/airforce/fire fighter, psychologist) and, as stated, half of career interests to lie in just three of 25 broad occupational sectors. While some employers will be spoilt for choice in considering new recruits, others are very likely to be struggling to find young people who are aware of the job opportunities they have to offer and well prepared by their educational choices for them.

Skills supply, growth and employer engagement in education: a need for action

A prominent feature of Michael Heseltine's 2012 review of strategies to promote economic growth was a call for greater levels of employer engagement in education. "Research studies suggest" the report argued, "that young people particularly value information on jobs and careers if obtained in a real workplace and through contacts with working people. Through such experience young people can be better prepared to make the education and training decisions that will shape their future career paths" (Heseltine 2012, 166). In pursuing such an argument, Lord Heseltine was echoing arguments strongly made by the Organisation for Economic Co-operation and Development (OECD 2010, OECD 2012), the *Pathways to Prosperity* team at Harvard Graduate School for Education (Symonds et al 2011)) and the UK Commission for Employment and Skills:

> *Transitions into work for young people, particularly non-graduates, need to be reinvented. Work experience in its broadest sense is one of the key elements in successful transitions. It has a significant impact on young people's employment chances. But we need to move beyond thinking of work experience as a one or two-week spell at age 14-16 to a broad and varied series of engagements. These can include workplace visits, mentoring, mock interviews, competitions, project activity and careers advice*. (UKCES 2012, 4)

Surveys of young people routinely endorse the UKCES perspective that direct exposure to the labour market whilst still in education is a highly effective means of providing them with useful information to think about the breadth of career choices and routes into them (City and Guilds 2012; Mann, A 2012a & 2012b). As Table 4 shows, it is first-hand encounters with real-life employers/employees that pupils typically find to be of greatest value to them in deciding on careers. Such encounters provide insights which pupils commonly feel are both reliable and broad in scope in comparison to advice from parents and friends (reliable but narrow in scope) or from the media/internet (unreliable though broad in scope).

Table 4. Perceptions of Young People (aged 12-16) on the Usefulness of Different Sources of Information Experienced in Influencing Career Choices

Information source	% finding very useful	% finding somewhat useful	% finding not useful
School-mediated professional contacts (average perception of 4 information sources): meeting an employer; attending a careers' talk/exhibition; talking to former pupils who are in college/university or employment; work experience	**57%**	**34%**	**9%**
Public information (average perception of 4 information sources: books/magazines/newspapers; websites/online sources; TV/radio; company/university brochures)	**34%**	**42%**	**24%**
Close Ties (average perception of 2 information sources: parents/guardians; friends/other relatives)	**51%**	**41%**	**8%**

Source: b-live foundation. Fieldwork 2012, 469 respondents. First published in Mann & Caplan (2012)

Such a perspective on the economic value of such connections has been provided with a significant recent validation by the 2013 publication, in the peer reviewed academic *Journal of Education of Work,* of analysis demonstrating statistically significant links between the earnings of young adults and their exposure to school-mediated teenage employer contacts. Average wage premiums of up to 18% have been identified in relation to young adults who had four or more employer contacts compared to those who recalled no such activities even after qualifications and social backgrounds have been controlled for. Findings are in line with available US studies and suggest employers respond to the higher levels of productivity found in young people who have navigated their way well through the education system and into workplace which match their interests, ambitions and abilities (Mann & Percy 2013).

Unfortunately, historically only 8% of young adults experienced four or more such employer contacts whilst at school or college and only 11% heard from employers specifically about

careers on three or more occasions. Moreover, the last generation has seen a rapid collapse in the teenage part-time labour market – with far fewer young people now combining secondary schooling with part-time work (UKCES 2012). Hence the importance of work undertaken by organisations like the Chartered Institute for Personnel and Development, through its *Learning to Work* programme (www.cipd.co.uk/learningtowork) and the UK Commission for Employment and Skills in encouraging greater employer engagement in education in general and through such specific activities as www.inspiringthefuture.org which connect teaching staff and employee volunteers happy to talk to pupils about jobs and careers – through a web resource which is secure, free and simple to use.

The UK Commission is, moreover, developing a data portal called *LMI for All* that will provide easy access for developers to a range of national data sets. This will help to encourage the use of robust information on Labour Market Information in a wider range of careers websites and applications which will help to address the information gap identified.

While this report does not provide a precise comparison of the full breadth of employment opportunities against the understood aspirations of young people, and a regularly repeated study of that character is surely demanded, it does provide the single best insight into teenage aspirations and finds that they have nothing in common with the best estimate of projected labour market demand. Data presented here suggests strongly that the youth labour market is not working efficiently, that employer signalling of opportunities is not being received effectively by young people and that the need to address such information gaps is pressing.

Figure 1: National labour market SOC (standard occupational classification) codes

Occupations	Code
Administrative occupations	C1
Business and public service associate professionals	C2
Business, media and public service professionals	C3
Caring personal service occupations	C4
Corporate managers and directors	C5
Culture, media and sports occupations	C6
Customer service occupations	C7
Elementary administration and service occupations	C8
Elementary trades and related occupations	C9
Health and social care associate professionals	C10
Health professionals	C11
Leisure, travel and related personal service occupations	C12
Other managers and proprietors	C13
Process, plant and machine operatives	C14
Protective service occupations	C15
Sales occupations	C16
Science, engineering and technology associate professionals	C17
Science, research, engineering and technology professionals	C18
Secretarial and related occupations	C19
Skilled agricultural and related trades	C20
Skilled construction and building trades	C21
Skilled metal, electrical and electronic trades	C22
Teaching and educational professionals	C23
Textiles, printing and other skilled trades	C24
Transport and mobile machine drivers and operatives	C25

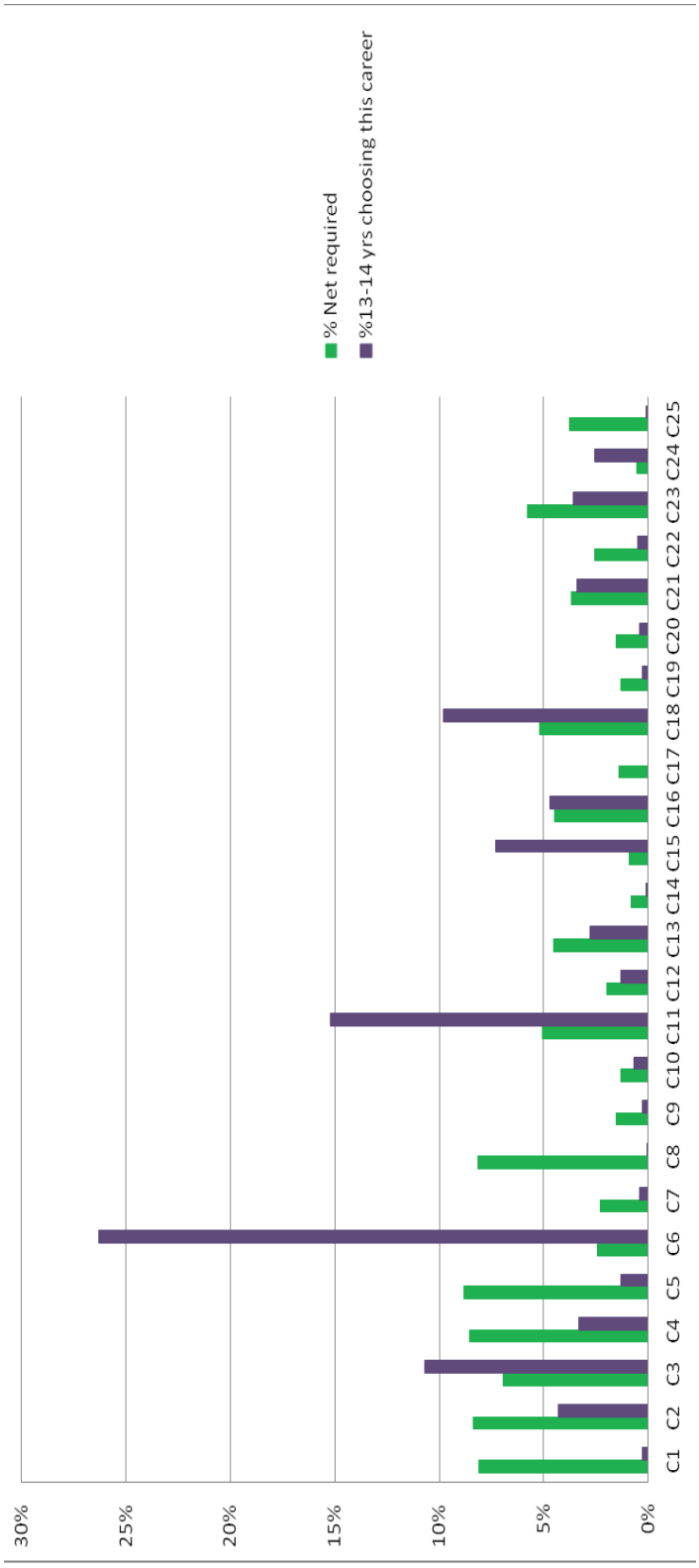


Figure 2: Career aspirations of young people aged 13-14 mapped against projected labour market demand (2010-2020)

Figure 3: Career aspirations of young people aged 15-16 mapped against projected labour market demand (2010-2020)

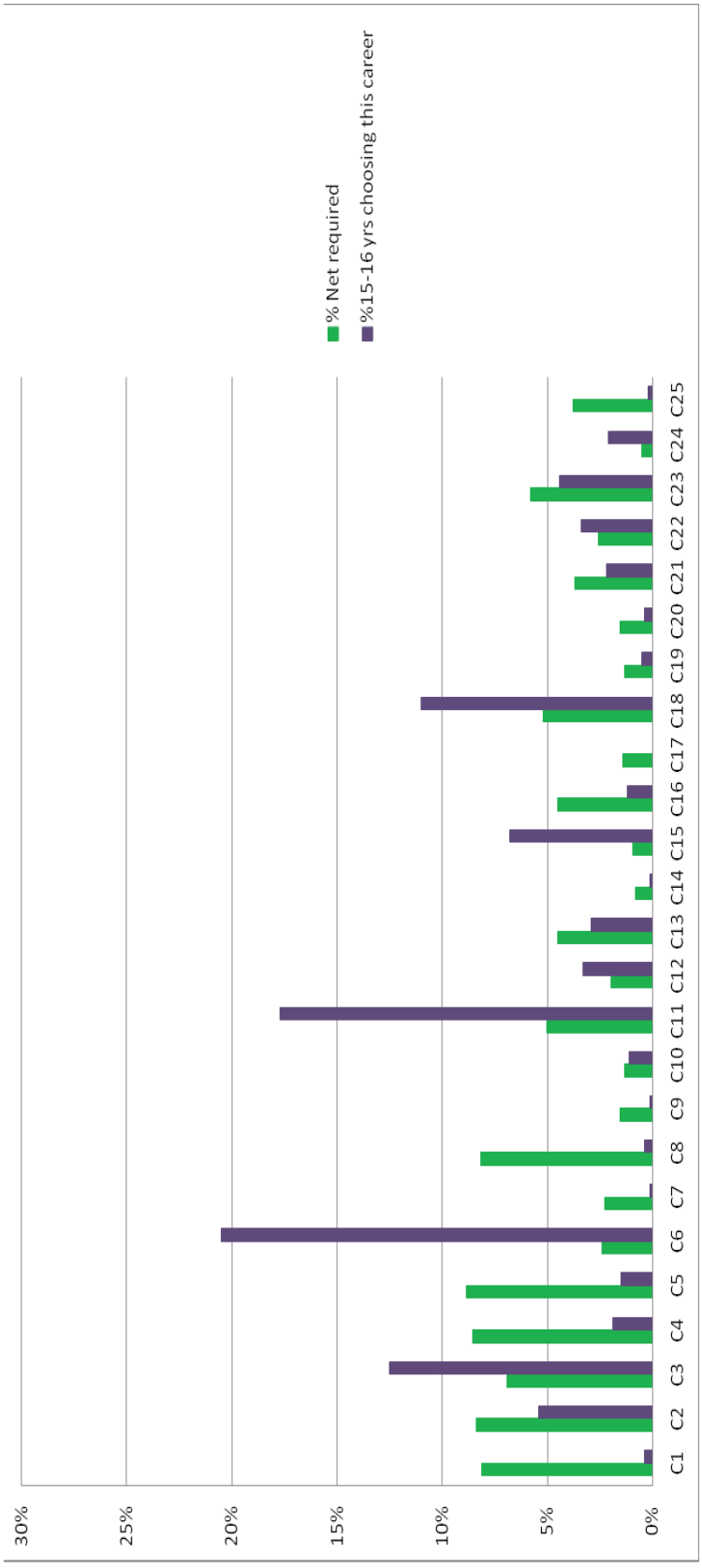
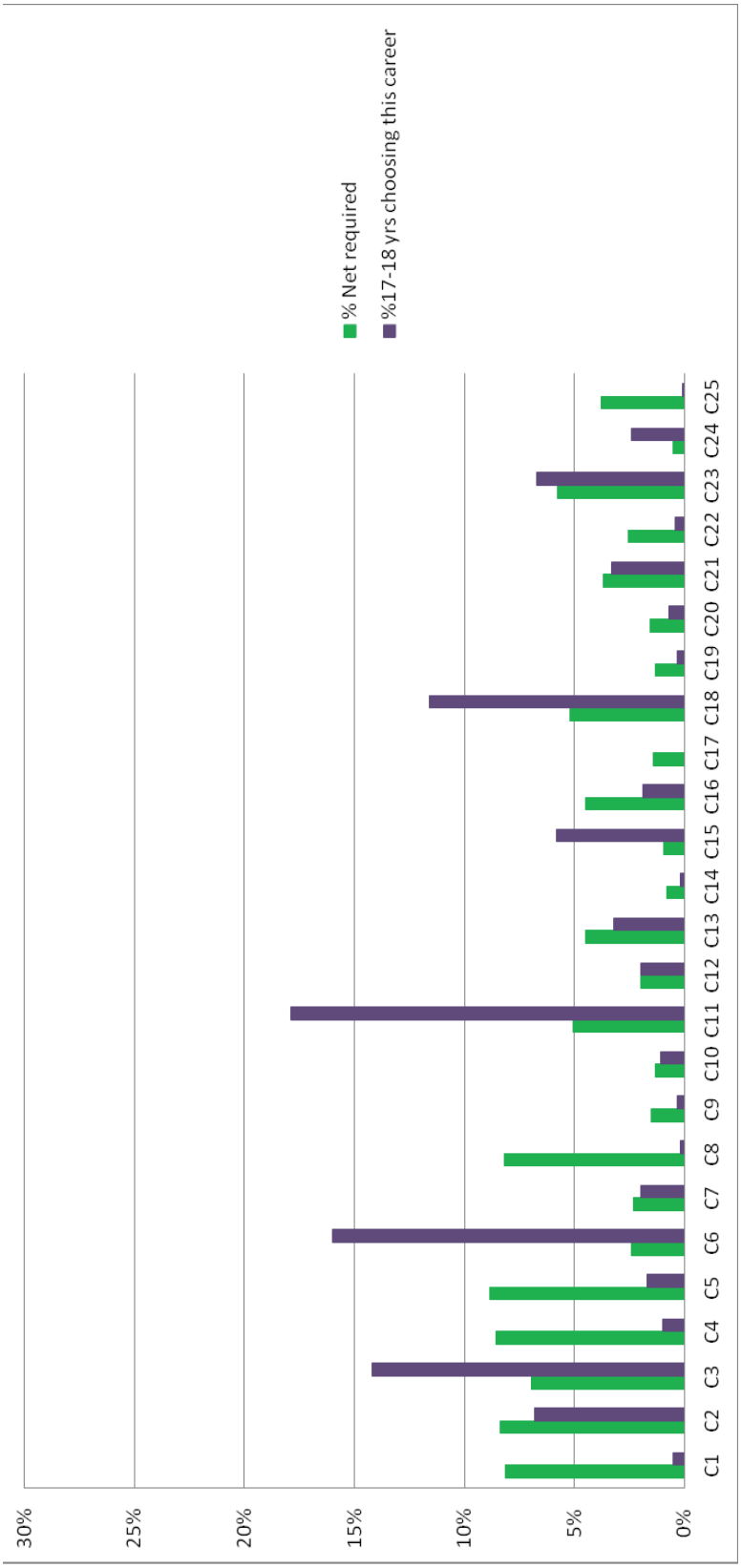


Figure 4: Career aspirations of young people aged 17-18 mapped against projected labour market demand (2010-2020)



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Figures 5. Occupational preferences of young people by age group

JOBS	Code	Percentage 13-14
Actor/Actress	C6	5.6%
Lawyer (barrister/solicitor)	C3	4.4%
Police	C15	4.1%
Doctor	C11	3.8%
Sportsman/woman	C6	3.7%
Teacher/Lecturer	C23	3.6%
Chef	C24	3.3%
Accountant	C3	3.2%
Army/Navy/Airforce/Firefighter	C15	3.2%
Singer/ Musician	C6	3.2%
IT consultant	C18	3.0%
Graphic designer	C6	3.0%
Fashion/jewellery/shoes/handbags designers	C6	2.9%
Dancer	C6	2.8%
Vet	C11	2.8%
TV/radio presenter/DJ	C6	2.6%
Artist	C6	2.5%
Manager (eg in an office, factory, shop, hotel)	C13	2.4%
Hairdresser	C12	2.4%
Beauty therapist	C12	2.3%
Scientist	C18	2.1%
Mechanic	C22	2.0%

JOBS	Code	Percentage 15-16
Teacher/Lecturer	C23	4.4%
Lawyer (barrister/solicitor)	C3	4.2%
Accountant	C3	4.0%
Actor/Actress	C6	3.7%
Police	C15	3.6%
IT consultant	C18	3.4%
Doctor	C11	3.4%
Sportsman/woman	C6	3.3%
Army/Navy/Airforce/Firefighter	C15	3.2%
Psychologist	C11	3.1%
Singer/ Musician	C6	2.6%
Graphic designer	C6	2.5%
Manager (eg in an office, factory, shop, hotel)	C13	2.5%
Engineer(civil, mechanical, electrical)	C18	2.5%
TV/radio presenter/DJ	C6	2.4%
Journalist	C3	2.3%
Scientist	C18	2.2%
Fashion/jewellery/shoes/handbags designers	C6	2.2%
Vet	C11	2.2%
Chef	C24	2.1%
Artist	C6	2.1%
Mechanic	C22	1.9%

JOBS	Code	Percentage 17-18
Teacher/Lecturer	C23	6.7%
Psychologist	C11	4.7%
Accountant	C3	4.5%
Police	C15	3.5%
Lawyer (barrister/solicitor)	C3	3.4%
IT consultant	C18	3.4%
Scientist	C18	3.4%
Doctor	C11	3.3%
Journalist	C3	3.3%
Manager (eg in an office, factory, shop, hotel)	C13	2.8%
Actor/Actress	C6	2.5%
Singer/ Musician	C6	2.5%
Graphic designer	C6	2.4%
Engineer(civil, mechanical, electrical)	C18	2.4%
Cial worker	C3	2.3%
Army/Navy/Airforce/Firefighter	C15	2.3%
Marketing	C2	2.2%
Sportsman/woman	C6	2.0%
Nurse/Health visitor	C11	1.9%
Fashion/jewellery/shoes/handbags designers	C6	1.9%
Artist	C6	1.9%
Mechanic	C22	1.7%

Engineer(civil, mechanical, electrical)	C18	2.0%	Beauty therapist	C12	1.7%	Banker	C5	1.7%
Journalist	C3	2.0%	Dancer	C6	1.7%	Advertising	C2	1.7%
Airline pilot	C2	1.7%	Airline pilot	C2	1.7%	TV work (not presenter)	C18	1.6%
Architect	C18	1.7%	Cial worker	C3	1.7%	Retail sales assistant	C16	1.6%
Banker	C5	1.3%	Hairdresser	C12	1.6%	TV/radio presenter/DJ	C6	1.5%
Surgeon	C11	1.3%	Architect	C18	1.6%	Care worker	C4	1.5%
Electrician	C22	1.2%	Midwife	C11	1.5%	Airline pilot	C2	1.4%
Psychologist	C11	1.2%	Banker	C5	1.5%	Midwife	C11	1.4%
Builder	C21	1.2%	Care worker	C4	1.4%	Electrician	C22	1.4%
Midwife	C11	1.2%	Advertising	C2	1.3%	Dancer	C6	1.3%
Nurse/Health visitor	C11	1.1%	Nurse/Health visitor	C11	1.3%	Surgeon	C11	1.3%
Dentist	C11	1.1%	Physiotherapist	C11	1.3%	Paramedic	C10	1.1%
Cial worker	C3	1.0%	TV work (not presenter)	C18	1.3%	Beauty therapist	C12	1.1%
Physiotherapist	C11	1.0%	Electrician	C22	1.3%	Psychiatrist	C11	1.1%
TV work (not presenter)	C18	1.0%	Marketing	C2	1.2%	Plumber	C21	1.0%
Marketing	C2	0.9%	Surgeon	C11	1.1%	Chef	C24	1.0%
Care worker	C4	0.8%	Psychiatrist	C11	1.1%	Medical consultant	C11	1.0%
Advertising	C2	0.8%	Paramedic	C10	1.1%	Hairdresser	C12	0.8%
Paramedic	C10	0.7%	Dentist	C11	1.0%	Architect	C18	0.8%
Plumber	C21	0.7%	Retail sales assistant	C16	1.0%	Builder	C21	0.7%
Psychiatrist	C11	0.6%	Builder	C21	0.9%	Dentist	C11	0.7%
Farmer	C20	0.5%	Medical consultant	C11	0.7%	Physiotherapist	C11	0.7%
Financial advisor	C2	0.5%	Plumber	C21	0.7%	Secretary	C19	0.7%
Ambulance worker	C4	0.5%	Financial advisor	C2	0.6%	Public relations	C3	0.7%
Medical consultant	C11	0.4%	Ambulance worker	C4	0.5%	Ambulance worker	C4	0.5%
Carpenter/Joiner	C21	0.4%	Secretary	C19	0.5%	Optician	C11	0.5%
Hotel worker	C13	0.4%	Office admin/Receptionist	C1	0.4%	Office admin/Receptionist	C1	0.5%
Secretary	C19	0.4%	Optician	C11	0.4%	Vet	C11	0.5%

Driver/Haulier	C25	0.3%
Waiter	C8	0.3%
Optician	C11	0.3%
Office admin/Receptionist	C1	0.3%
Sales consultant	C16	0.2%
Retail sales assistant	C16	0.2%
Locksmith	C22	0.2%
Welder	C21	0.2%
Anaesthetist	C11	0.2%
Surveyor	C2	0.2%
Audiologist	C11	0.1%
Speech therapist	C11	0.1%
Insurance broker	C2	0.1%
Public relations	C3	0.1%
Miner	C14	0.1%
Call centre	C7	0.1%
Personnel/HR	C2	0.1%
Factory worker	C9	0.05%
Glazier	C21	0.05%
Total Counts		**17,528**

Hotel worker	C13	0.4%
Farmer	C20	0.4%
Carpenter/Joiner	C21	0.4%
Waiter	C8	0.4%
Public relations	C3	0.3%
Anaesthetist	C11	0.3%
Sales consultant	C16	0.2%
Insurance broker	C2	0.2%
Driver/Haulier	C25	0.2%
Locksmith	C22	0.2%
Welder	C21	0.2%
Surveyor	C2	0.2%
Speech therapist	C11	0.2%
Personnel/HR	C2	0.2%
Miner	C14	0.1%
Call centre	C7	0.1%
Audiologist	C11	0.1%
Factory worker	C9	0.1%
Glazier	C21	0.00%
Total Counts		**10,931**

Financial advisor	C2	0.5%
Speech therapist	C11	0.5%
Farmer	C20	0.4%
Hotel worker	C13	0.4%
Personnel/HR	C2	0.4%
Carpenter/Joiner	C21	0.4%
Sales consultant	C16	0.4%
Driver/Haulier	C25	0.3%
Waiter	C8	0.3%
Surveyor	C2	0.3%
Insurance broker	C2	0.3%
Welder	C21	0.2%
Anaesthetist	C11	0.2%
Locksmith	C22	0.2%
Call centre	C7	0.2%
Factory worker	C9	0.2%
Audiologist	C11	0.1%
Miner	C14	0.1%
Glazier	C21	0.1%
Total Counts		**1,671**

Figure 6. Occupational preferences of young people (15-16) by school type

JOBS	Code	State
Teacher/Lecturer	C23	5%
Lawyer (barrister/solicitor)	C3	4%
Accountant	C3	4%
Police	C15	4%
Actor/Actress	C6	4%
Sportsman/woman	C6	4%
IT consultant	C18	3%
Psychologist	C11	3%
Army/Navy/Airforce/Firefighter	C15	3%
Doctor	C11	3%
Graphic designer	C6	3%
Singer/ Musician	C6	3%
Manager (eg in an office, factory, shop, hotel)	C13	2%
TV/radio presenter/DJ	C6	2%
Engineer(civil, mechanical, electrical)	C18	2%
Scientist	C18	2%
Vet	C11	2%
Chef	C24	2%
Journalist	C3	2%
Artist	C6	2%

JOBS	Code	Private
Lawyer (barrister/solicitor)	C3	7%
Accountant	C3	6%
Doctor	C11	6%
Journalist	C3	4%
Manager (eg in an office, factory, shop, hotel)	C13	4%
Teacher/Lecturer	C23	4%
Actor/Actress	C6	3%
Psychologist	C11	3%
Fashion/jewellery/shoes/handbags designers	C6	3%
Airline pilot	C2	3%
Engineer(civil, mechanical, electrical)	C18	3%
Marketing	C2	3%
Vet	C11	3%
Army/Navy/Airforce/Firefighter	C15	2%
Dentist	C11	2%
IT consultant	C18	2%
Advertising	C2	2%
Banker	C5	2%
Scientist	C18	2%
Singer/ Musician	C6	2%

JOBS	Code	Selective State Schools
Accountant	C3	6%
Doctor	C11	5%
Lawyer (barrister/solicitor)	C3	5%
IT consultant	C18	4%
Engineer(civil, mechanical, electrical)	C18	4%
Banker	C5	3%
Singer/ Musician	C6	3%
Teacher/Lecturer	C23	3%
Journalist	C3	3%
Architect	C18	3%
Sportsman/woman	C6	3%
Actor/Actress	C6	3%
Army/Navy/Airforce/Firefighter	C15	3%
Graphic designer	C6	2%
Police	C15	2%
Scientist	C18	2%
Fashion/jewellery/shoes/handbags designers	C6	2%
Psychiatrist	C11	2%
Airline pilot	C2	2%
Advertising	C2	2%

Fashion/jewellery/shoes/handbags designers	C6	2%		TV/radio presenter/DJ	C6	2%		Psychologist	C11	2%
Mechanic	C22	2%		Graphic designer	C6	2%		TV/radio presenter/DJ	C6	2%
Beauty therapist	C12	2%		Nurse/Health visitor	C11	2%		Vet	C11	2%
Dancer	C6	2%		Police	C15	2%		Manager (eg in an office, factory, shop, hotel)	C13	2%
Cial worker	C3	2%		Psychiatrist	C11	2%		Marketing	C2	2%
Hairdresser	C12	2%		Architect	C18	2%		Surgeon	C11	2%
Airline pilot	C2	2%		Chef	C24	2%		Dentist	C11	1%
Midwife	C11	2%		Surgeon	C11	2%		Artist	C6	1%
Architect	C18	1%		Care worker	C4	1%		Mechanic	C22	1%
Care worker	C4	1%		Dancer	C6	1%		Cial worker	C3	1%
Physiotherapist	C11	1%		Physiotherapist	C11	1%		Physiotherapist	C11	1%
TV work (not presenter)	C6	1%		Sportsman/woman	C6	1%		Ambulance worker	C4	1%
Nurse/Health visitor	C11	1%		Artist	C6	1%		Beauty therapist	C12	1%
Electrician	C22	1%		Beauty therapist	C12	1%		Chef	C24	1%
Banker	C5	1%		Mechanic	C22	1%		Dancer	C6	1%
Advertising	C2	1%		Midwife	C11	1%		TV work (not presenter)	C18	1%
Paramedic	C10	1%		Paramedic	C10	1%		Financial advisor	C2	1%
Surgeon	C11	1%		Medical consultant	C11	1%		Medical consultant	C11	1%
Marketing	C2	1%		Public relations	C3	1%		Midwife	C11	1%
Psychiatrist	C11	1%		Surveyor	C2	1%		Hairdresser	C12	1%
Retail sales assistant	C16	1%		Hairdresser	C12	1%		Paramedic	C10	1%
Dentist	C11	1%		Secretary	C19	1%		Retail sales assistant	C16	1%
Builder	C21	1%		Cial worker	C3	1%		Electrician	C22	1%
Medical consultant	C11	1%		TV work (not presenter)	C18	1%		Anaesthetist	C11	1%
Plumber	C21	1%		Ambulance worker	C4	0.4%		Hotel worker	C13	1%
Financial advisor	C2	1%		Farmer	C20	0.4%		Insurance broker	C2	1%
Optician	C11	0.5%		Financial advisor	C2	0.4%		Plumber	C21	1%

Ambulance worker	C4	0.5%
Secretary	C19	0.5%
Carpenter/Joiner	C21	0.4%
Farmer	C20	0.4%
Office admin/Receptionist	C1	0.4%
Waiter	C8	0.4%
Hotel worker	C13	0.4%
Public relations	C3	0.3%
Anaesthetist	C11	0.3%
Driver/Haulier	C25	0.2%
Insurance broker	C2	0.2%
Welder	C21	0.2%
Locksmith	C22	0.2%
Sales consultant	C16	0.2%
Speech therapist	C11	0.2%
Surveyor	C2	0.2%
Personnel/HR	C2	0.2%
Miner	C14	0.1%
Audiologist	C11	0.1%
Call centre	C7	0.1%
Factory worker	C9	0.1%
Glazier	C21	0.0%
Total Counts		**8569**

Hotel worker	C13	0.4%
Locksmith	C22	0.4%
Sales consultant	C16	0.4%
Anaesthetist	C11	0.2%
Carpenter/Joiner	C21	0.2%
Driver/Haulier	C25	0.2%
Insurance broker	C2	0.2%
Office admin/Receptionist	C1	0.2%
Optician	C11	0.2%
Personnel/HR	C2	0.2%
Retail sales assistant	C16	0.2%
Audiologist	C11	0.0%
Builder	C21	0.0%
Call centre	C7	0.0%
Electrician	C22	0.0%
Factory worker	C9	0.0%
Glazier	C21	0.0%
Miner	C14	0.0%
Plumber	C21	0.0%
Speech therapist	C11	0.0%
Waiter	C8	0.0%
Welder	C21	0.0%
Total Counts		**495**

Builder	C21	0.4%
Farmer	C20	0.4%
Nurse/Health visitor	C11	0.4%
Waiter	C8	0.4%
Care worker	C4	0.3%
Office admin/Receptionist	C1	0.3%
Optician	C11	0.3%
Public relations	C3	0.3%
Sales consultant	C16	0.3%
Locksmith	C22	0.2%
Audiologist	C11	0.1%
Driver/Haulier	C25	0.1%
Factory worker	C9	0.1%
Secretary	C19	0.1%
Speech therapist	C11	0.1%
Welder	C21	0.1%
Call centre	C7	0.0%
Carpenter/Joiner	C21	0.0%
Glazier	C21	0.0%
Miner	C14	0.0%
Personnel/HR	C2	0.0%
Surveyor	C2	0.0%
Total Counts		**935**

Figure 7. Gross annual median pay (£) for all employee jobs, UK 2012 related to the 10 most popular and 10 least popular occupational choices of 15-16 year olds

Occupational preferences		Annual pay (£)
Top 10 most popular choices		
Teacher/Lecturer	4.40%	33,187
Lawyer (barrister/solicitor)	4.20%	38,576
Accountant	4.00%	35,609
Actor/Actress	3.70%	*unreliable data*
Police	3.60%	39,710
IT consultant	3.40%	36000
Doctor	3.40%	60805
Sportsman/woman	3.30%	*unreliable data*
Army/Navy/Airforce/Fire fighter	3.20%	*unreliable data*
Psychologist	3.10%	32792
median average		36000
Least popular 10 choices		
Locksmith	0.20%	27,144
Welder	0.20%	25,109
Surveyor	0.20%	34,365
Speech therapist	0.20%	25963
Personnel/HR	0.20%	25057
Miner	0.10%	29995
Call centre	0.10%	15711
Audiologist	0.10%	27076
Factory worker	0.10%	16,043
Glazer	0.00%	19,538
median average		25,536
		21,473

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More information for employers

UKCES youth employment: www.ukces.org.uk/ourwork/youthemployment

Over 1 in 5 young people in the UK are not in education, employment or training. By 2022 this will result in nearly £28 billion in costs to the exchequer and lost output to the economy, on top of the human and social costs. Employers now need to step up and commit to helping young people get in and move up in the workplace. The UK Commission is committed to the outcome of more career opportunities for young people. Explore this link to find out more information on youth employment, discover the benefits of working with young people and see what support is available to help you recruit a young person.

b-live: www.b-live.com **–** tel: 07967 466752

In partnership with schools and employers, the b-live Foundation supports a community of over 330,000 young people (aged from 11 to 19) in secondary school to inspire, develop their skills and place them into relevant work opportunities. Putting the social mobility of young people at the heart of its service, b-live engages uniquely with students at an individual level through an integrated curriculum programme providing Careers IAG, work related lessons, workshops and work experience. Each student's development is measured throughout their secondary education providing employers and schools with intelligent impact reports. Founded and led by CEO Tanja Kuveljic, b-live places young people at the heart of its vision and service.

Inspiring the Future: www.inspiringthefuture.org

Inspiring the Future is a free service which sees people from all sectors and professions volunteering to go into state schools and colleges to help young people understand the working world and the jobs it has to offer. Even short occasional career talks can make a lifetime's difference to young people, helping them to understand the jobs and careers open to them, broaden their aspirations and let them know what they need to do to get into different organisations or sectors. Inspiring the Future is the simple, quick and free way for volunteers to work with schools. Demand from teachers is huge. Volunteers and schools/colleges are connected securely online, and volunteering can take place near home or work. Criminal Records checks are not required as a teacher will always be present to facilitate. *Inspiring the Future* is supported by all the main national organisations representing employers and employees.

Research into employer engagement in education: www.educationandemployers.org/research

The Education and Employers Taskforce provides a free online resource bringing together high quality materials investigating the impact and delivery of employer engagement in education. Resources include a library of key articles and reports, many of which have been summarised to pick out key findings, papers and videos from the Taskforce research conferences and free London seminar series as well as Taskforce publications and a regular e-bulletin of relevant research announcements. The library has attracted usage from across the world including researchers at Harvard, the OECD, Japan, Australia and Denmark.

March 2013 - University of Ulster Visit Report

Committee for Employment and Learning Visit Report

University of Ulster 20 March 2013

Background

As part of its Inquiry into Careers Education, Information, Advice and Guidance (CAIEG) the Committee for Employment and Learning agreed, to go on a study to the careers facilities at the University of Ulster, Jordanstown Campus, Shore Road, Newtownabbey.

Attendees

The following Committee members attended:

- Mr Robin Swann MLA, Chairperson
- Mr Sammy Douglas MLA
- Mr David Hilditch MLA
- Mr Fra McCann MLA
- Ms Bronwyn McGahan MLA
- Mr Alastair Ross MLA
- Mrs Cathie White - Clerk to the Committee for Employment and Learning
- Mr Vincent Gribbin – Assistant Clerk to the Committee for Employment and Learning

First Session

On arrival each Committee Members received an information pack containing information on Employability and Marketing and Educational Partnerships Departments.

In attendance during the first session:

- Professor Anne Moran - PVC Educational Partnerships and International Affairs
- Mr Damian McGivern – Director of Employability and Marketing
- Mr Daniel McGinn – Director of Media and Corporate Communications
- Mr Andy Jaffrey - Web Development Manager

During the first session the Committee was briefed on the University of Ulster careers structures followed by a Question and Answer session and a presentation on the University's new School College and Engagement System by Mr Andy Jaffrey, Web Development Manager.

Second Session – Visit to the Careers Office Suite

The Committee was escorted to the Careers Office and met with:

- Mrs Maria Curran – Head of Employability
- Ms Shauna McCloy – Career Development Manager
- Mrs Angela Hamilton – Information Co-ordinator (for Career Development Centre tour)
- Mrs Angela Scanlon, Head of Lifelong Learning

The staff gave a presentation to the Committee on the functions of the Careers office (attached at Annex A) and were given the opportunity to talk, informally with staff and students.

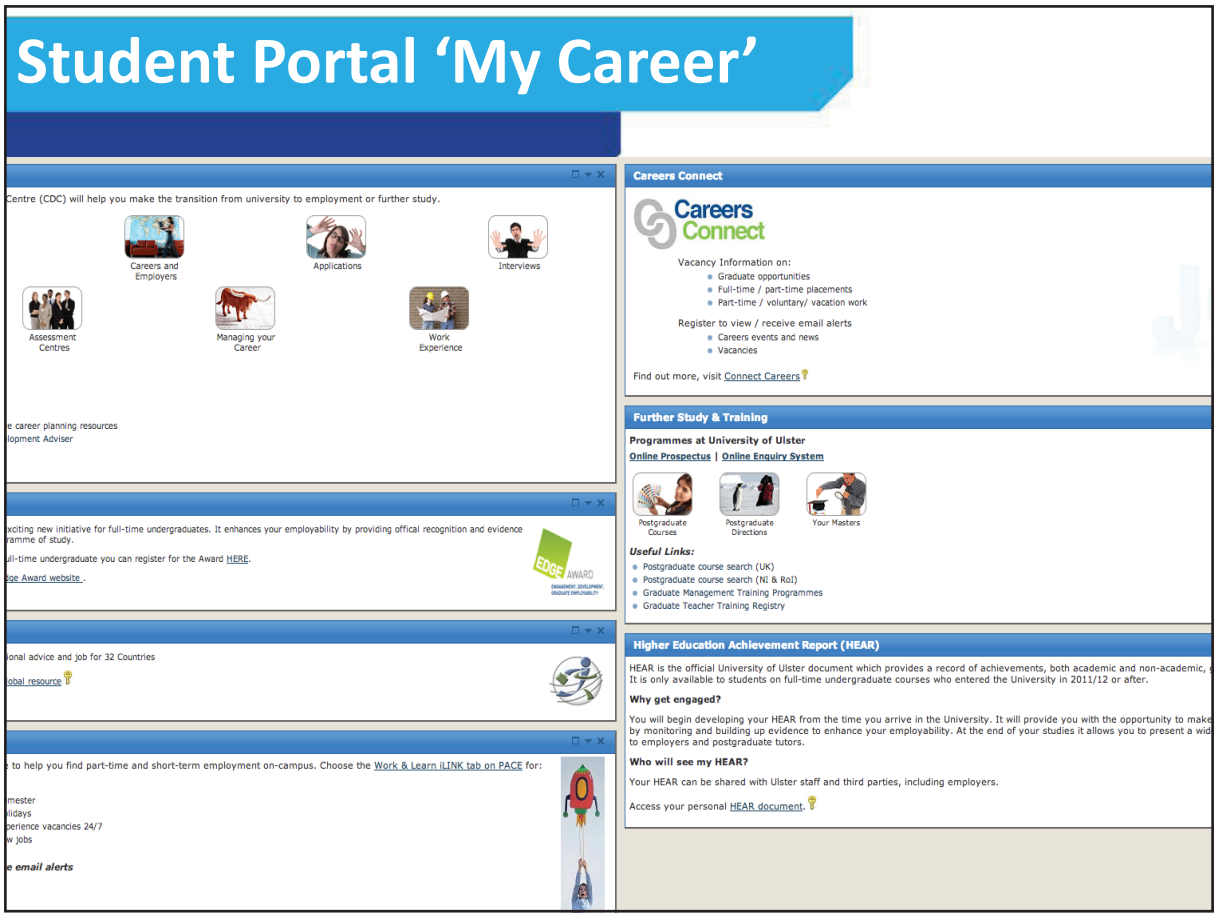
ANNEX A

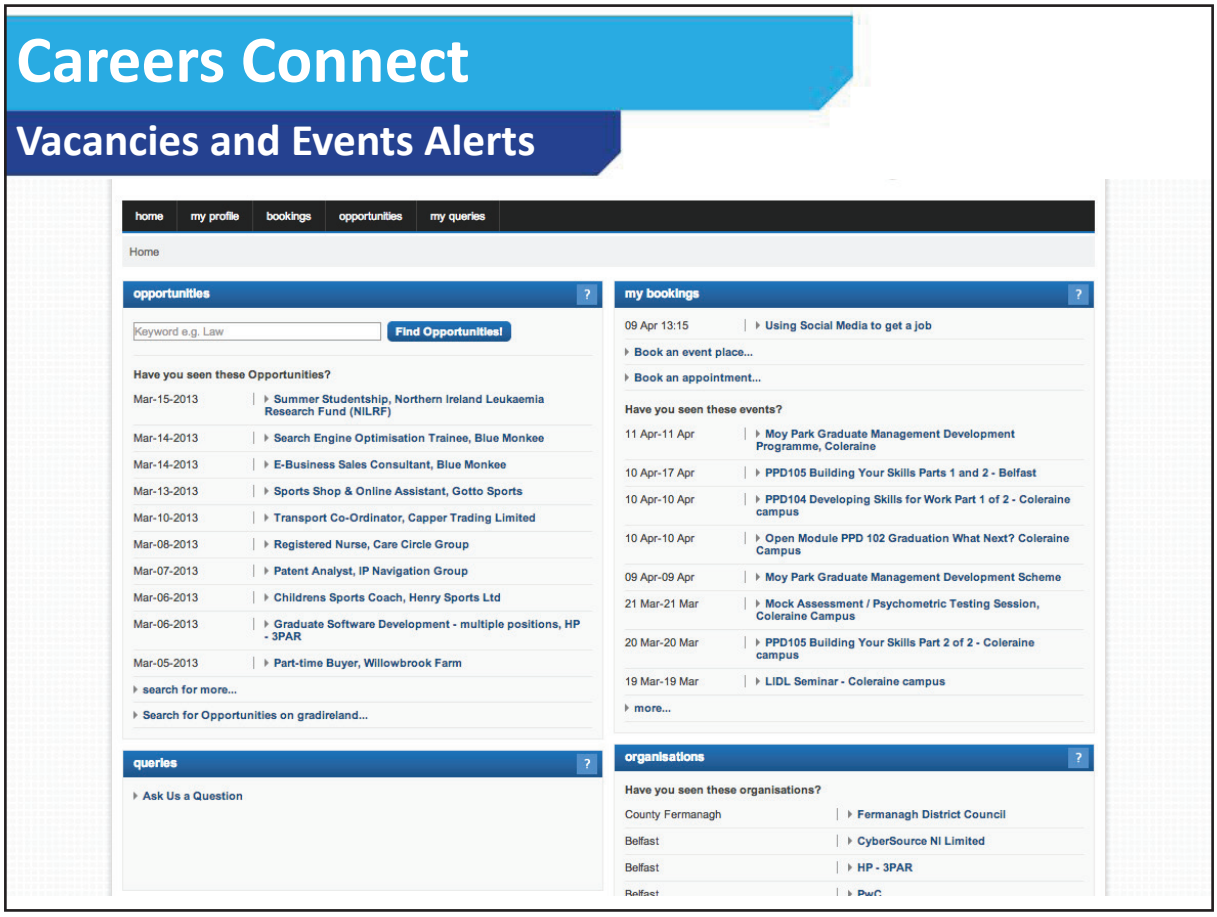
Agenda
CEL Study Visit
Welcome and Introductions
Presentation of Careers Resources for students
Question Time
Tour of the Careers Information Room
Networking
University of ULSTER
Your future, make it happen

Introductions
CEL Study Visit
Dr Adele Dunn - Ulster Business School
Katie King - Placement Student, Marketing
Dr Edwin Curran - School of Computing
Andrew Speed - Year 2 Computing
Mr John Rodgers - School of the Built Environment
Sean McGeeney - Final Year Construction Engineering and Management
Duncan McGreggor - Year 3 LLB Law (Gradireland National Student Challenge Winner)
University of ULSTER
Your future, make it happen

Careers Information
Hardcopy and On-line
Graduate Job Directories
Further Study Guides
Starting Points Series
Working / Study Abroad
University of ULSTER
Your future, make it happen

Career Guidance
One-One Confidential Support
Individual Career Action Planning
Changing / Leaving Course
Interview Coaching
Progression Routes
University of ULSTER
Your future, make it happen


Student Portal 'My Career'
Centre (CDC) will help you make the transition from university to employment or further study.
Careers and Employers
Applications
Interviews
Assessment Centres
Managing your Career
Work Experience
e career planning resources
lopment Adviser
xciting new initiative for full-time undergraduates. It enhances your employability by providing offical recognition and evidence
amme of study.
ull-time undergraduate you can register for the Award HERE.
ge Award website .
EDGE AWARD
onal advice and job for 32 Countries
obal resource
to help you find part-time and short-term employment on-campus. Choose the Work & Learn iLINK tab on PACE for:
mester
lidays
perience vacancies 24/7
w jobs
e email alerts
Careers Connect
Careers Connect
Vacancy Information on:
Graduate opportunities
Full-time / part-time placements
Part-time / voluntary/ vacation work
Register to view / receive email alerts
Careers events and news
Vacancies
Find out more, visit Connect Careers
Further Study & Training
Programmes at University of Ulster
Online Prospectus | Online Enquiry System
Postgraduate Courses
Postgraduate Directions
Your Masters
Useful Links:
Postgraduate course search (UK)
Postgraduate course search (NI & RoI)
Graduate Management Training Programmes
Graduate Teacher Training Registry
Higher Education Achievement Report (HEAR)
HEAR is the official University of Ulster document which provides a record of achievements, both academic and non-academic,
It is only available to students on full-time undergraduate courses who entered the University in 2011/12 or after.
Why get engaged?
You will begin developing your HEAR from the time you arrive in the University. It will provide you with the opportunity to make
by monitoring and building up evidence to enhance your employability. At the end of your studies it allows you to present a wid
to employers and postgraduate tutors.
Who will see my HEAR?
Your HEAR can be shared with Ulster staff and third parties, including employers.
Access your personal HEAR document.


Careers Connect
Vacancies and Events Alerts
home
my profile
bookings
opportunities
my queries
Home
opportunities
Keyword e.g. Law
Find Opportunities!
Have you seen these Opportunities?
Mar-15-2013 Summer Studentship, Northern Ireland Leukaemia Research Fund (NILRF)
Mar-14-2013 Search Engine Optimisation Trainee, Blue Monkee
Mar-14-2013 E-Business Sales Consultant, Blue Monkee
Mar-13-2013 Sports Shop & Online Assistant, Gotto Sports
Mar-10-2013 Transport Co-Ordinator, Capper Trading Limited
Mar-08-2013 Registered Nurse, Care Circle Group
Mar-07-2013 Patent Analyst, IP Navigation Group
Mar-06-2013 Childrens Sports Coach, Henry Sports Ltd
Mar-06-2013 Graduate Software Development - multiple positions, HP - 3PAR
Mar-05-2013 Part-time Buyer, Willowbrook Farm
search for more...
Search for Opportunities on gradireland...
my bookings
09 Apr 13:15 Using Social Media to get a job
Book an event place...
Book an appointment...
Have you seen these events?
11 Apr-11 Apr Moy Park Graduate Management Development Programme, Coleraine
10 Apr-17 Apr PPD105 Building Your Skills Parts 1 and 2 - Belfast
10 Apr-10 Apr PPD104 Developing Skills for Work Part 1 of 2 - Coleraine campus
10 Apr-10 Apr Open Module PPD 102 Graduation What Next? Coleraine Campus
09 Apr-09 Apr Moy Park Graduate Management Development Scheme
21 Mar-21 Mar Mock Assessment / Psychometric Testing Session, Coleraine Campus
20 Mar-20 Mar PPD105 Building Your Skills Part 2 of 2 - Coleraine campus
19 Mar-19 Mar LIDL Seminar - Coleraine campus
more...
queries
Ask Us a Question
organisations
Have you seen these organisations?
County Fermanagh Fermanagh District Council
Belfast CyberSource NI Limited
Belfast HP - 3PAR
Belfast PwC

Ulster GradNAV

Bespoke Ulster Careers Resource

Managing your career
Take the bull by the horns

Managing your online presence
Build a positive profile

Personality
What's personality got to do with it?

Postgraduate courses
Find, fund and choose your course

Postgraduate directions
Where could further study take you?

Skills
Get your skills to work

Using recruitment agencies
Widen your job search

Values
What matters to you?

Careers in the Curriculum

Accredited 5, 10, 20 point modules

- Accredited Career Management Modules
  - Year 1: Building Your Skills
  - Year 2: Developing Skills for Work
  - Year 3: Work Experience Skills Builder
  - Final: Graduation What Next?
- Embedded Core Undergraduate Modules

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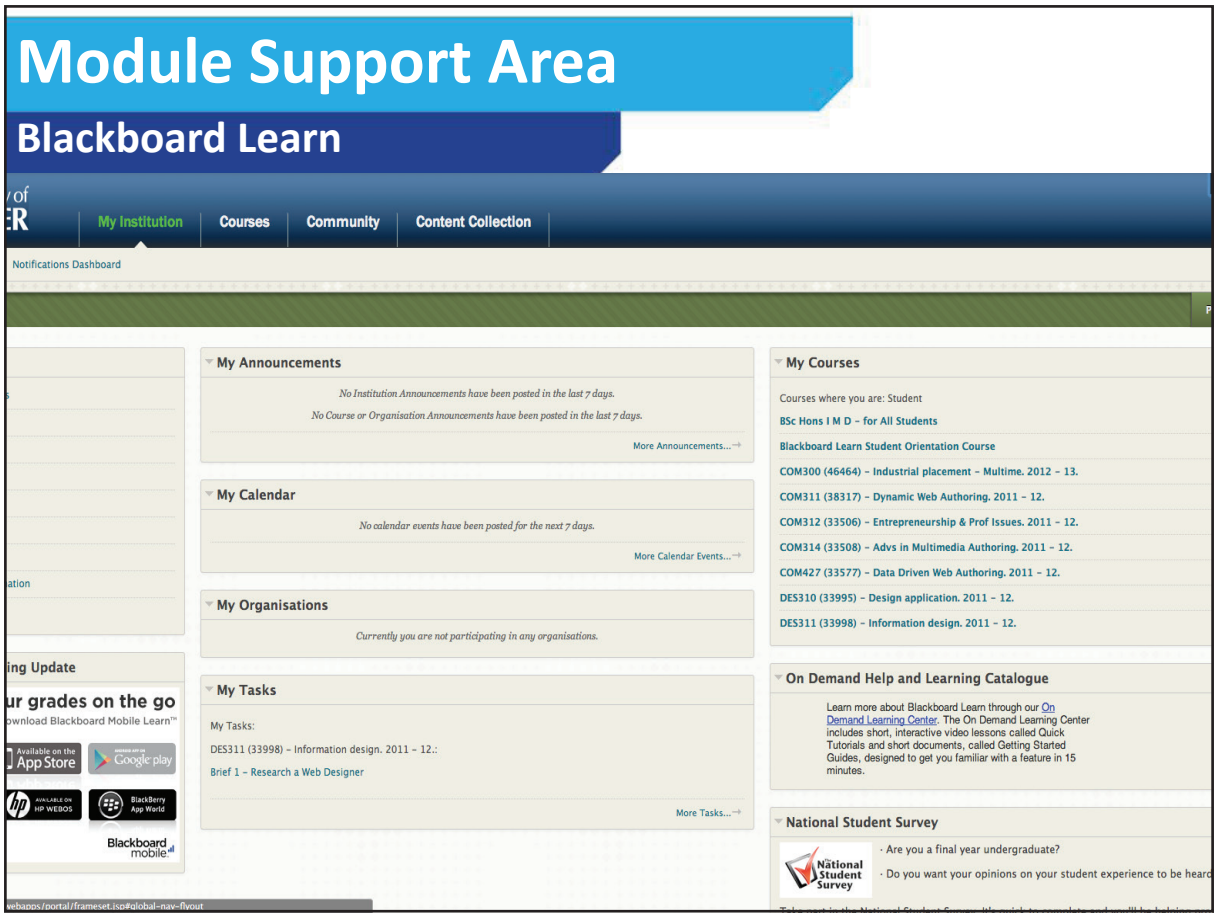
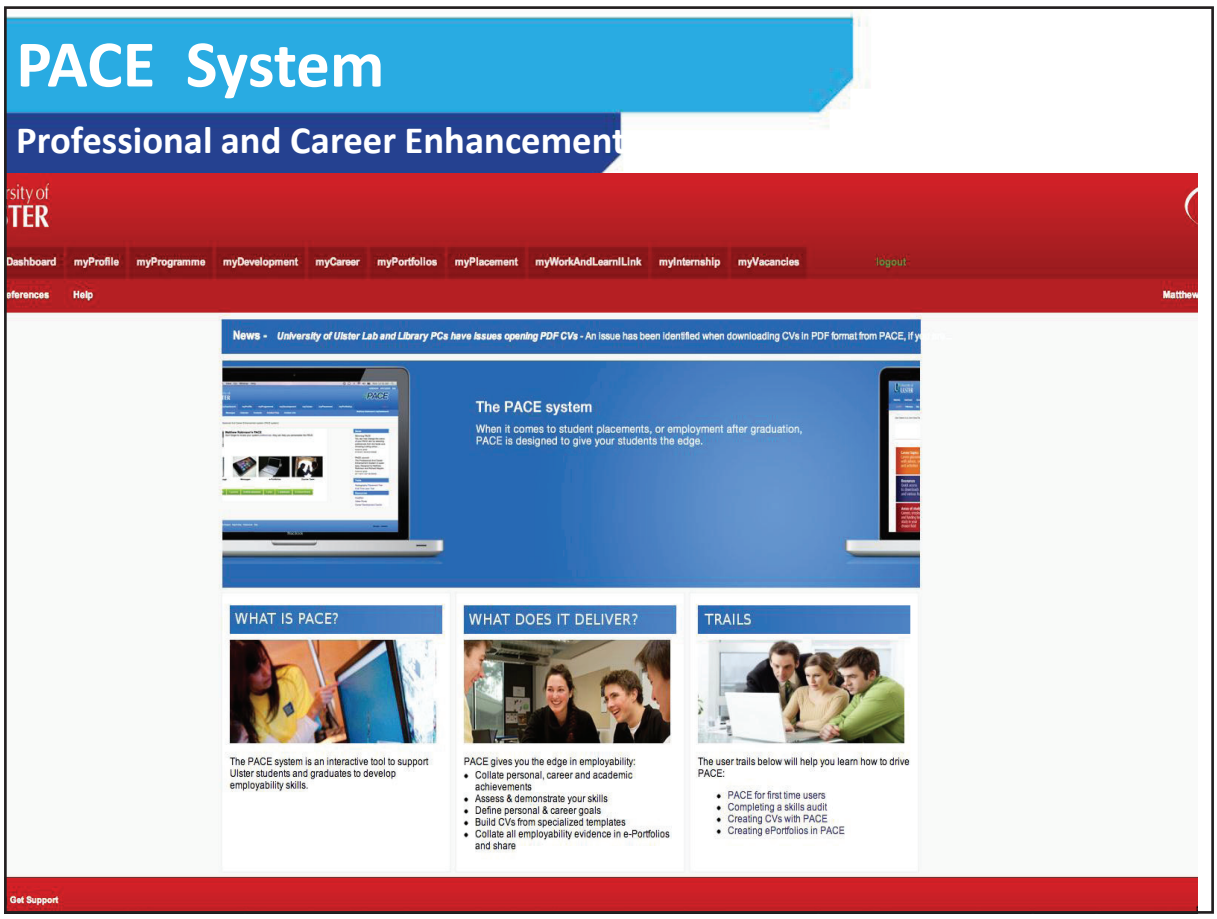
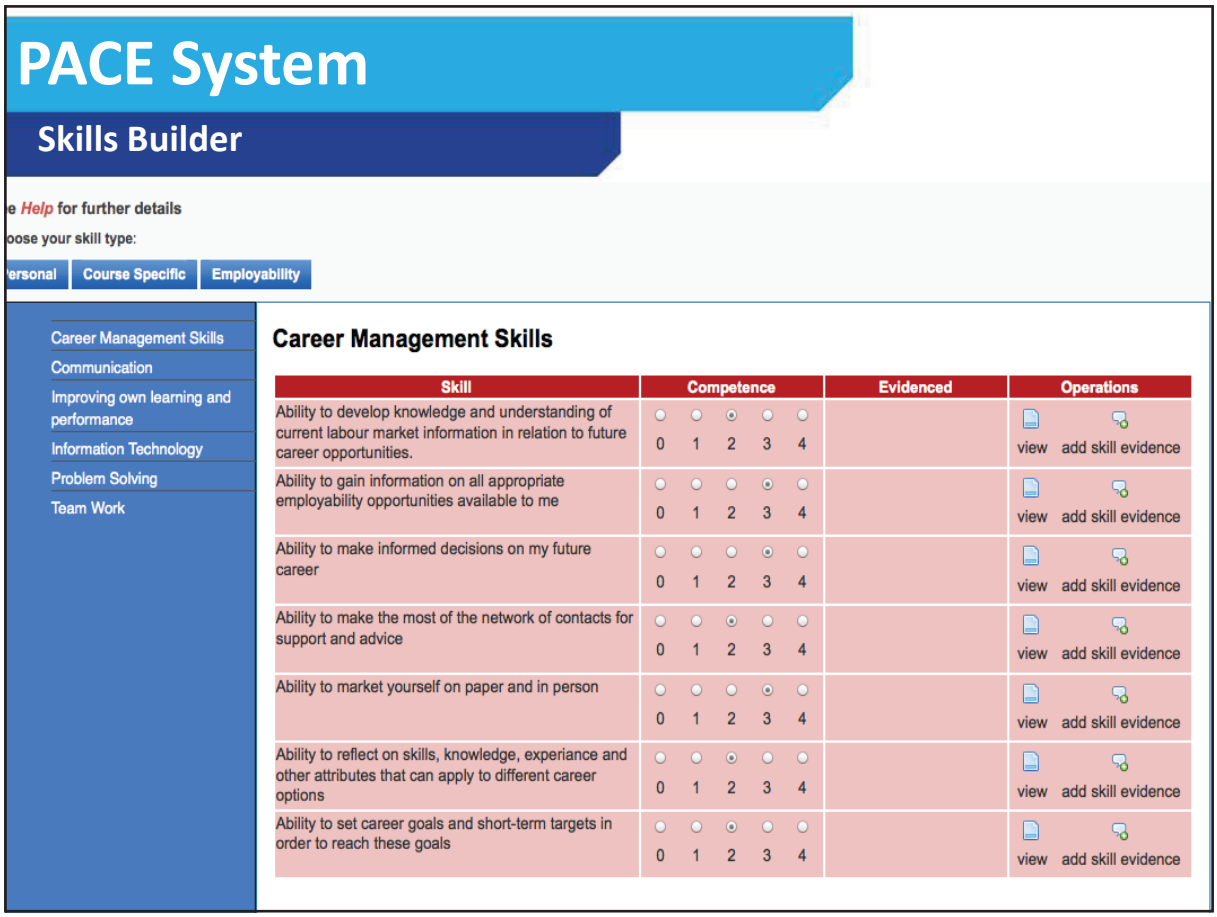
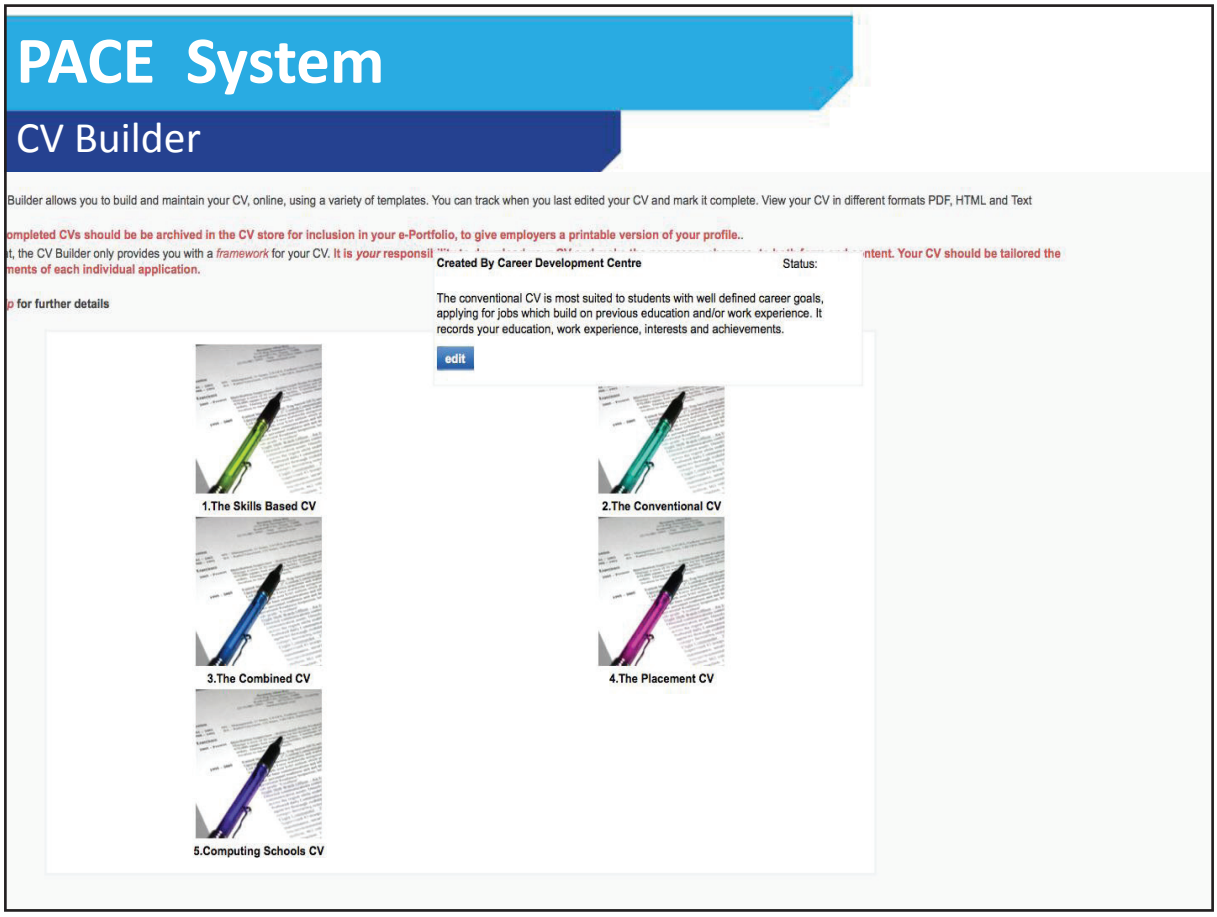

Module Support Area
Blackboard Learn
My Institution
Courses
Community
Content Collection
Notifications Dashboard
My Announcements
No Institution Announcements have been posted in the last 7 days.
No Course or Organisation Announcements have been posted in the last 7 days.
More Announcements...
My Calendar
No calendar events have been posted for the next 7 days.
More Calendar Events...
My Organisations
Currently you are not participating in any organisations.
My Tasks
My Tasks:
DES311 (33998) - Information design. 2011 - 12.:
Brief 1 - Research a Web Designer
More Tasks...
My Courses
Courses where you are: Student
BSc Hons I M D - for All Students
Blackboard Learn Student Orientation Course
COM300 (46464) - Industrial placement - Multime. 2012 - 13.
COM311 (38317) - Dynamic Web Authoring. 2011 - 12.
COM312 (33506) - Entrepreneurship & Prof Issues. 2011 - 12.
COM314 (33508) - Advs in Multimedia Authoring. 2011 - 12.
COM427 (33577) - Data Driven Web Authoring. 2011 - 12.
DES310 (33995) - Design application. 2011 - 12.
DES311 (33998) - Information design. 2011 - 12.
On Demand Help and Learning Catalogue
Learn more about Blackboard Learn through our On Demand Learning Center. The On Demand Learning Center includes short, interactive video lessons called Quick Tutorials and short documents, called Getting Started Guides, designed to get you familiar with a feature in 15 minutes.
National Student Survey
· Are you a final year undergraduate?
· Do you want your opinions on your student experience to be heard
Blackboard mobile


PACE System
Professional and Career Enhancement
Dashboard
myProfile
myProgramme
myDevelopment
myCareer
myPortfolios
myPlacement
myWorkAndLearnILink
myInternship
myVacancies
logout
References
Help
News - University of Ulster Lab and Library PCs have issues opening PDF CVs - An issue has been identified when downloading CVs in PDF format from PACE, If
The PACE system
When it comes to student placements, or employment after graduation, PACE is designed to give your students the edge.
WHAT IS PACE?
The PACE system is an interactive tool to support Ulster students and graduates to develop employability skills.
WHAT DOES IT DELIVER?
PACE gives you the edge in employability:
Collate personal, career and academic achievements
Assess & demonstrate your skills
Define personal & career goals
Build CVs from specialized templates
Collate all employability evidence in e-Portfolios and share
TRAILS
The user trails below will help you learn how to drive PACE:
PACE for first time users
Completing a skills audit
Creating CVs with PACE
Creating ePortfolios in PACE
Get Support


PACE System
Skills Builder
e Help for further details
oose your skill type:
ersonal
Course Specific
Employability
Career Management Skills
Communication
Improving own learning and performance
Information Technology
Problem Solving
Team Work
Career Management Skills
Skill
Competence
Evidenced
Operations
Ability to develop knowledge and understanding of current labour market information in relation to future career opportunities.
Ability to gain information on all appropriate employability opportunities available to me
Ability to make informed decisions on my future career
Ability to make the most of the network of contacts for support and advice
Ability to market yourself on paper and in person
Ability to reflect on skills, knowledge, experiance and other attributes that can apply to different career options
Ability to set career goals and short-term targets in order to reach these goals
0 1 2 3 4
view
add skill evidence


PACE System
CV Builder
Builder allows you to build and maintain your CV, online, using a variety of templates. You can track when you last edited your CV and mark it complete. View your CV in different formats PDF, HTML and Text
ompleted CVs should be be archived in the CV store for inclusion in your e-Portfolio, to give employers a printable version of your profile..
t, the CV Builder only provides you with a framework for your CV. It is your responsi
ntent. Your CV should be tailored the
ments of each individual application.
p for further details
Created By Career Development Centre
Status:
The conventional CV is most suited to students with well defined career goals, applying for jobs which build on previous education and/or work experience. It records your education, work experience, interests and achievements.
edit
1.The Skills Based CV
2.The Conventional CV
3.The Combined CV
4.The Placement CV
5.Computing Schools CV

Ulster EDGE Award
Boosting Employability Skills
FREE Undergraduate Award
Taken in addition to university degree
4 Categories of Activities
Visible on a Student's University Transcript
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GradIreland National Student Challenge
Duncan McGreggor (LLB Law)
12 MARCH 2013
EURO EURO EURO EURO
€1,000
73
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Career Fairs and Events
Connecting with Industry
Career Fairs and Events
Employer Presentations
Networking Events
Northern Ireland Graduate Recruitment Fair 2013
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Work Based Learning
All Work Experience Counts
Diploma in Professional Practice
Diploma in International Academic Studies
Summer Internships
Enterprise Development Module
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Support for Graduates
Graduate Employability
Graduate Bootcamp and workshops
Online Resources
Information, Advice and Guidance
Can use services for up to 3 years after graduation
University of ULSTER
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Graduate Winter Bootcamp

Professional Experience Programme
Ulster Graduate Internships
6 month graduate internship scheme
35 internship opportunities across NI across disciplines
Participants get a £5k bursary over the 6 months internship period (employers pay £3k)
Participants complete a Graduate Certificate in Professional Practice
University of ULSTER
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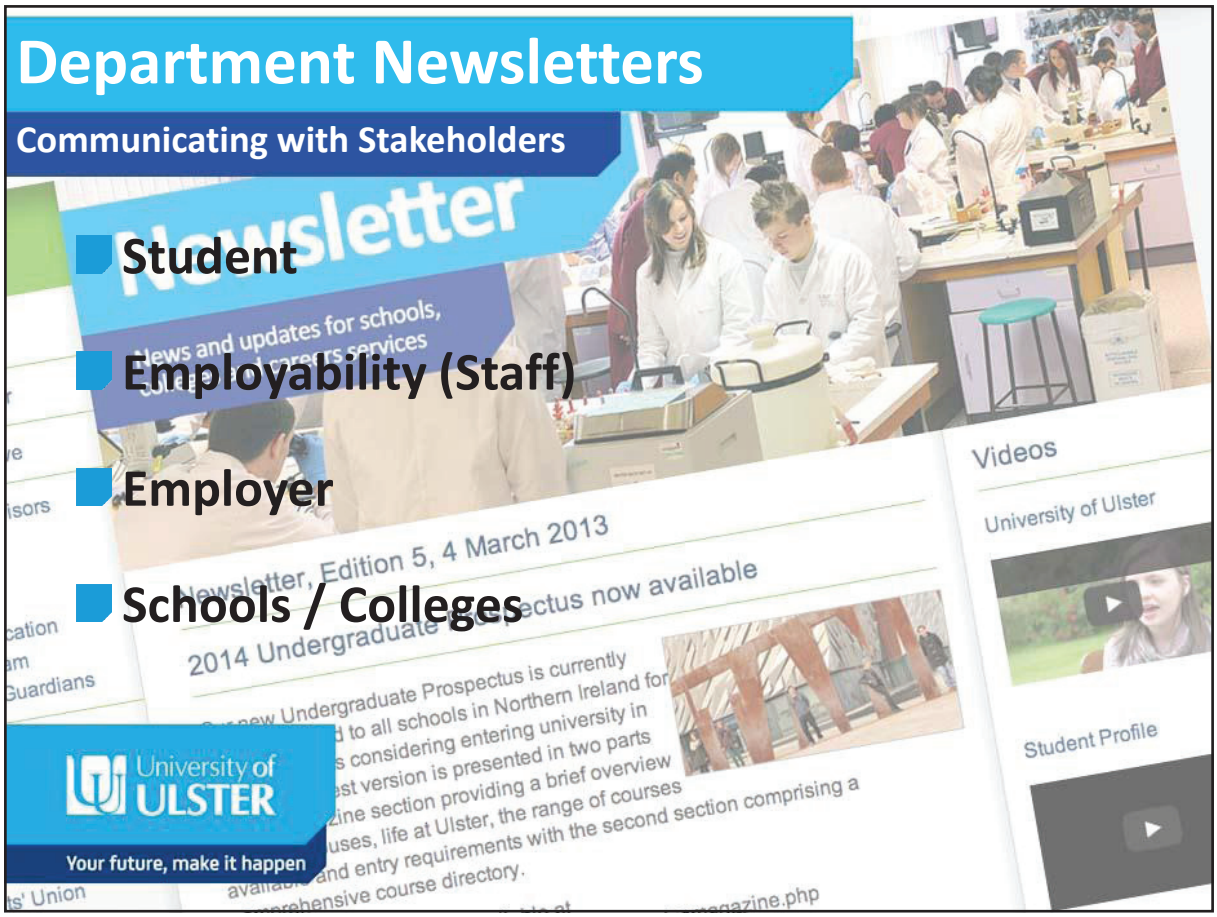
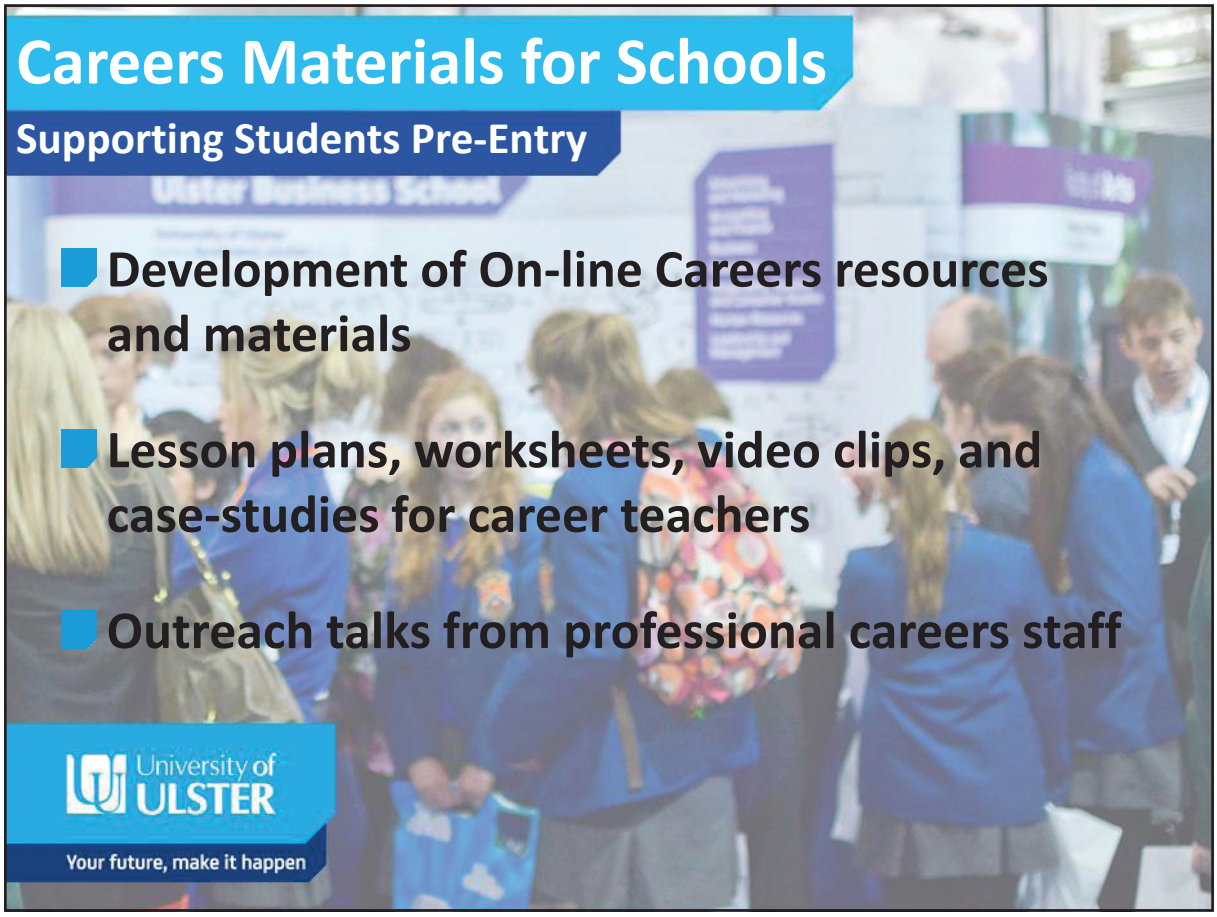

Department Newsletters
Communicating with Stakeholders
Student
Employability (Staff)
Employer
Schools / Colleges
Newsletter
Videos
University of Ulster
Student Profile
University of ULSTER
Your future, make it happen


Careers Materials for Schools
Supporting Students Pre-Entry
Development of On-line Careers resources and materials
Lesson plans, worksheets, video clips, and case-studies for career teachers
Outreach talks from professional careers staff
University of ULSTER
Your future, make it happen

Get your foot in the door...
The winning formula!
E = Q + WE + S x C
Employability = Qualifications +
Work Experience + Strategies x Confidence
University of ULSTER
www.ulster.ac.uk/careers

April 2013 - NISCA - Annual Conference Survey Results

NORTHERN IRELAND SCHOOLS & COLLEGES CAREERS ASSOCIATION

Chairperson

Cathy Moore
St Mary's Grammar School Belfast
147A Glen Road
Belfast
BT11 8NR

Tel 02890 294000
Email nisca@hotmail.co.uk or cmoore619@c2kni.net

Chairperson
Committee for Employment and Learning
Room 373 Parliament Buildings
Ballymiscaw
Stormont
Belfast
BT4 3XX

18th April 2013

Dear Robin Swann,

On behalf of the N.I. Schools and Colleges Careers Association I would like to thank you for the opportunity to present our evidence to your committee on 10th April 2013. Your request dated 11th April 2013 for further evidence of budgetary cuts and their impact on the work of our members has been brought to our wider Executive Committee and we regret to inform you that we cannot supply this information within your given timeframe. We could give you a small sample at this time or wait until our 30th May Conference to survey our members anonymously once again. The decisions on budgetary cuts by the Department of Education are imparted to schools by John McGrath, the Deputy Secretary. School Principals and their Board of Governors are then responsible for the allocation of money to all departments, including the Careers Department, within their school. Not only have budgetary cuts been imposed on schools, a number of costs have also risen and I have attached details of both of these.

The written evidence from our members dealt with the issue of budgetary cuts and their impacts on young people in questions 11 to 15 of our questionnaire and the resulting report. I have isolated these responses for you in the second attached document.

Once again, I thank you for your time and interest in CEIAG and hope that the attached information is sufficient. Do not hesitate to contact me should you wish to follow up on anything that I have provided.

Yours sincerely,

Cathy Moore
Chair of the N.I. Schools and Colleges Careers Association

Issues arising from the Department of Education's cuts in the aggregated schools' budget.

1. On 12th January 2012, the Minister announced £120m of additional funding for the Aggregated School Budget (ASB) over the next three years. Even with this additional funding, there is a real terms reduction of £180m (9.2%) in resource funding by 2014/15 compared to the 2010/11 baseline.

2. These ASB amounts were used to provide updated estimated AWPU values for the next three years. 2012/13 shows a reduction of 1%, 2013/14 shows a reduction of 2.2% and 2014/15 shows an increase on the previous year of 1.5%. However, despite this increase, it still does not bring the AWPU to its value in 2011/12.

3. In February 2013, the Minister announced a further £10m of additional funding for the ASB in 2013/14 only. The planned funding for 2014/15 has not been changed. This now means that the AWPU will increase in 2013/14 by 0.3%.

4. The AWPU provides over 90% of the school funding in post primary schools.

5. A vast number of schools have already had a number of compulsory and voluntary redundancies.

6. Utility bills have risen dramatically: 39% gas and nearly 20% in electricity with significant increases in examination entry fees.

7. Limited money can be saved on non-teaching costs, departmental capitation and all efficient savings have already been implemented in all of these areas in nearly every school.

8. Despite the public service pay freeze, salary costs continue to rise as a result of natural drift on MPS and UPS (probably about 2%).

9. There have already been reductions in the subject offer, flexibility and the creation of larger class sizes across the entire system. Whilst at the same time, schools must increase their curriculum offer through the Entitlement Framework.

10. Hours for a variety of additional posts in schools, such as Language Assistants, Librarians and Technicians etc, have all been reduced.

NORTHERN IRELAND SCHOOLS & COLLEGES CAREERS ASSOCIATION

Report of evidence from NISCA Members

*This report is based on **104** anonymous responses to a confidential questionnaire completed by NISCA members at the November 2012 conference. Not all respondents answered every question therefore an average has been calculated across all questions after question 1.*

Key to Abbreviations:

ALC = Area Learning Community (Cluster)
BEP = Business Education Partnership
CEIAG = Careers Education, Information, Advice & Guidance
CPD = Continuous Professional Development
ELB = Education & Library Board
LMI = Labour Market Information
LLW = Learning for Life & Work (compulsory subject at Key Stage 3 and 4)
SMT = Senior Management Team
STEM = Science, Technology, Engineering & Maths

Do you consider your CEIAG budget to be adequate?

Yes	**40%**
No	**60%**

Can you please expand on your response?

Belfast Area (17 responses):

- **There was a big push before but now it is going the other way. Need to be careful that we don't go back to the bad old days**
- Quite limited. Use a lot of E7 money for resources
- It has been reduced dramatically which impacts upon resources and the ability to transport pupils to different events.
- Reductions across the board, difficult to buy in expertise
- We get money from parents otherwise we could not manage to do our work within budget.
- Minimal budget provided by school, I depend on BEP funding to meet specifications
- No funding for buses to take students out of school- the only funding comes from the West Belfast BEP
- Budget cuts – was £4000 – now £1000

North Eastern Area (26 responses):

NORTHERN IRELAND SCHOOLS & COLLEGES CAREERS ASSOCIATION

Report of evidence from NISCA Members

- Enough for buying books – but not in terms of time
- More computers required in careers library and resources need to be updated on a regular basis due to nature of information
- Lack of funding for out-of-school experiences
- Remained the same over last ten years – costs however have increased
- Not much money to buy new materials
- £700 per year – nowhere near enough to cover expenses, subscriptions and up-dating of resources for a school of 1200 students
- Need more staff
- Limited finance – due to external economic factors placed on schools generally
- Would like to purchase more resources
- **CEIAG needs to be focused on fewer staff and more specialists**

South Eastern Area (18 responses):

- Approximately £2.50 per pupil
- Funding for staff training is needed and school trips for students to explore industry and careers available
- **No CEIAG provision prior to this year**. Budget small, however was non-existent in past
- Zero. As such get what is required if we write plans
- Money to buy in resources could be enhanced
- Budget is cut every year
- Covers resources for classes and careers library but not enough for additional courses/visits for pupils and limited for staff training
- Management allow us to purchase all necessary resources

Southern Area (30 responses):

- Budget has not changed a lot for resources but prices have increased
- **More access to ICT would be useful for research purposes**
- **No ICT provision for CEIAG/laptops**
- Not enough money to obtain resources
- More finance to update resources needed
- More funding for trips/resources
- **Struggle to keep resources up to date**
- Don't even know what my budget is, it has been cut to shreds
- We really need more time for one to one interviews/advice
- More access to ICT for students would be useful for research purposes

Western Area (13 responses):

NORTHERN IRELAND SCHOOLS & COLLEGES CAREERS ASSOCIATION

Report of evidence from NISCA Members

- Not enough to cater for resources, annual memberships, fewer companies and **organisations are providing things for free now**
- **Full-time Careers Officer recently employed by my school**
- Would like more money for IT package, posters, books etc
- Resources date quickly and need updating, cost of online resources is very high

Has your CEIAG budget been reduced in real terms over the past three years?

Yes	**54%**
No	**46%**

If Yes, is it a yearly reduction?

Yes	**62%**
No	**38%**

If Yes, how does this impact on your provision for your learners?

Examples:

- Work related learning – impossible to take students out of school
- Less able to afford visits out and speaker expenses, less money for updating resources, especially IT resources
- Library provision is not what I would like
- Less money to provide resources or substitute cover
- Fewer materials/resources purchased e.g. good university guides/pathfinder subscriptions/work placement/management software all reduced in provision
- Information is not always up to date so it is difficult to give pupils up to date information in order to make informed decisions
- Little/no update of facilities
- No resources for differentiation across curriculum
- Students access to computers in Careers is essential to get relevant and up to date information
- It is no more reduced than other departments but it means things like open days for university or industry visits cannot be covered
- Fewer resources all-round
- **It reduces the resources we can provide and the training we can access, which makes keeping up to date information difficult and puts limits on what can be delivered through the careers programme**
- Lack of resources for use with pupils
- More support in college would provide better service for learners

NORTHERN IRELAND SCHOOLS & COLLEGES CAREERS ASSOCIATION

Report of evidence from NISCA Members

- Less materials are updated making it more of a challenge to keep pupils fully informed
- Pupils have no internet/computer access in careers room
- Reduction in resources means less research for students
- Reduces resources that could be bought
- Costs for WRL trips/industrial visits and cover costs for events all may have to be passed on to students
- Lack of physical resources

NORTHERN IRELAND SCHOOLS & COLLEGES CAREERS ASSOCIATION

N.I. Assembly Inquiry into CEIAG in Schools and Colleges in Northern Ireland

Response to this survey is anonymous. Information provided is only for the purpose of providing evidence to the N.I. Assembly Committee for Employment and Learning.

1. Type of Institution. Please circle.

College Integrated school Special School State Grammar
State Secondary Voluntary Grammar Voluntary Secondary

2. Size of school/college enrolment. Please circle

Under 500 500-1000 1000-1500 1500-2000 Over 2000

3. Do you consider the main catchment of your school/college to be? Urban Rural

4. Board area. Please circle BELB NEELB SELB SEELB WELB

5. Are Careers staff in your school/college given adequate time on their timetable to provide your CEIAG programme?

Yes No

6. In your school/college how many staff deliver careers education programmes and how many provide guidance? Careers Education: ……..…… Guidance: ……..

7. Is there a distinction between the delivery of LLW and Careers in your school/college?

Yes No

8. How many staff deliver LLW? ……..

9. Within the last three years has there been a reduction in staff delivering CEIAG in your school/college?

Yes No

10. Does your school/college have a designated Careers Room or Careers Library?

Yes No

11. Do you consider your CEIAG budget to be adequate? Yes No

12. Can you please expand on your response?

……

13. Has your CEIAG budget been reduced in real terms over the past three years?

Yes No

14. If Yes, is it a yearly reduction? Yes No

P.T.O

NORTHERN IRELAND SCHOOLS & COLLEGES CAREERS ASSOCIATION

N.I. Assembly Inquiry into CEIAG in Schools and Colleges in Northern Ireland

15. If Yes, how does this impact on your provision for your learners?

.....

.....

16. Do you have timetabled Careers Education at KS3? Yes No
Do you have timetabled Careers Education at KS4? Yes No
Do you have timetabled Careers Education at KS5? Yes No

17. For **Work Related Learning** opportunities in your school/college.

a) Do you have adequate financial resources? Yes No
b) Is your staffing sufficient? Yes No

18. If No, why not? .....

19. Commenting on the support which the school /college's CEIAG programme receives from the **Senior Management Team** – how would you describe that support? Please circle.

Minimal Adequate Generally Supportive Very Supportive.

20. Can you please expand on your response?

.....

21. In relation to your delivery of CEIAG, do you have access to adequate CPD opportunities?
Yes No

22. If No, why not?

.....

23. Can you note two areas where you would benefit from CPD to support the delivery of CEIAG in your school / college?

.....

.....

24. Do you have a CEIAG qualification? Yes No

25. If available, would you like to undertake a CEIAG qualification?
Yes No

Thank you for completing this survey

NORTHERN IRELAND SCHOOLS & COLLEGES CAREERS ASSOCIATION

Report of evidence from NISCA Members

*This report is based on **104** anonymous responses to a confidential questionnaire completed by NISCA members at the November 2012 conference. Not all respondents answered every question therefore an average has been calculated across all questions after question 1.*

Key to Abbreviations:

ALC = Area Learning Community (Cluster)
BEP = Business Education Partnership
CEIAG = Careers Education, Information, Advice & Guidance
CPD = Continuous Professional Development
ELB = Education & Library Board
LMI = Labour Market Information
LLW = Learning for Life & Work (compulsory subject at Key Stage 3 and 4)
SMT = Senior Management Team
STEM = Science, Technology, Engineering & Maths

1 Type of Institution

College	**6**
Integrated School	**8**
Special School	**1**
State Grammar	**12**
State Secondary	**26**
Voluntary Grammar	**39**
Voluntary Secondary	**12**

2 Size of school/college enrolment

Under 500	**14%**
500-1000	**57%**
1000-1500	**22%**
1500-2000	**4%**
Over 2000	**3%**

3 Do you consider the main catchment of your school/college to be?

Urban	**49%**
Rural	**51%**

4 Board Area

NORTHERN IRELAND SCHOOLS & COLLEGES CAREERS ASSOCIATION

Report of evidence from NISCA Members

All Education and Library Boards

5 Are Careers staff in your school/college given adequate time on their timetable to provide your CEIAG programme?

Yes	**48%**
No	**52%**

6 In your school/college how many staff deliver careers education programmes and how many provide guidance?

Careers Education **531 overall**

Guidance **302 overall**

7 Is there a distinction between the delivery of LLW and Careers in your school/college?

Yes	**76%**
No	**24%**

8 How many staff deliver LLW?

751 Overall

9 Within the last three years has there been a reduction in staff delivering CEIAG in your school/college?

Yes	**36%**
No	**64%**

10 Does your school/college have a designated Careers Room or Careers Library?

Yes	**98%**
No	**2%**

11 Do you consider your CEIAG budget to be adequate?

Yes	**40%**

NORTHERN IRELAND SCHOOLS & COLLEGES CAREERS ASSOCIATION

Report of evidence from NISCA Members

No	**60%**

12 Can you please expand on your response?

Belfast Area (17 responses):

- **There was a big push before but now it is going the other way. Need to be careful that we don't go back to the bad old days**
- Quite limited. Use a lot of E7 money for resources
- It has been reduced dramatically which impacts upon resources and the ability to transport pupils to different events.
- Reductions across the board, difficult to buy in expertise
- We get money from parents otherwise we could not manage to do our work within budget.
- Minimal budget provided by school, I depend on BEP funding to meet specifications
- No funding for buses to take students out of school- the only funding comes from the West Belfast BEP
- Budget cuts – was £4000 – now £1000

North Eastern Area (26 responses):

- Enough for buying books – but not in terms of time
- More computers required in careers library and resources need to be updated on a regular basis due to nature of information
- Lack of funding for out-of-school experiences
- Remained the same over last ten years – costs however have increased
- Not much money to buy new materials
- £700 per year – nowhere near enough to cover expenses, subscriptions and up-dating of resources for a school of 1200 students
- Need more staff
- Limited finance – due to external economic factors placed on schools generally
- Would like to purchase more resources
- **CEIAG needs to be focused on fewer staff and more specialists**

South Eastern Area (18 responses):

- Approximately £2.50 per pupil
- Funding for staff training is needed and school trips for students to explore industry and careers available
- **No CEIAG provision prior to this year**. Budget small, however was non-existent in past

NORTHERN IRELAND SCHOOLS & COLLEGES CAREERS ASSOCIATION

Report of evidence from NISCA Members

- Zero. As such get what is required if we write plans
- Money to buy in resources could be enhanced
- Budget is cut every year
- Covers resources for classes and careers library but not enough for additional courses/visits for pupils and limited for staff training
- Management allow us to purchase all necessary resources

Southern Area (30 responses):

- Budget has not changed a lot for resources but prices have increased
- **More access to ICT would be useful for research purposes**
- **No ICT provision for CEIAG/laptops**
- Not enough money to obtain resources
- More finance to update resources needed
- More funding for trips/resources
- **Struggle to keep resources up to date**
- Don't even know what my budget is, it has been cut to shreds
- We really need more time for one to one interviews/advice
- More access to ICT for students would be useful for research purposes

Western Area (13 responses):

- Not enough to cater for resources, annual memberships, fewer companies and **organisations are providing things for free now**
- **Full-time Careers Officer recently employed by my school**
- Would like more money for IT package, posters, books etc
- Resources date quickly and need updating, cost of online resources is very high

13 Has your CEIAG budget been reduced in real terms over the past three years?

Yes	**54%**
No	**46%**

14 If Yes, is it a yearly reduction?

Yes	**62%**
No	**38%**

15 If Yes, how does this impact on your provision for your learners?

Examples:

NORTHERN IRELAND SCHOOLS & COLLEGES CAREERS ASSOCIATION

Report of evidence from NISCA Members

- Work related learning – impossible to take students out of school
- Less able to afford visits out and speaker expenses, less money for updating resources, especially IT resources
- Library provision is not what I would like
- Less money to provide resources or substitute cover
- Fewer materials/resources purchased e.g. good university guides/pathfinder subscriptions/work placement/management software all reduced in provision
- Information is not always up to date so it is difficult to give pupils up to date information in order to make informed decisions
- Little/no update of facilities
- No resources for differentiation across curriculum
- Students access to computers in Careers is essential to get relevant and up to date information
- It is no more reduced than other departments but it means things like open days for university or industry visits cannot be covered
- Fewer resources all-round
- **It reduces the resources we can provide and the training we can access, which makes keeping up to date information difficult and puts limits on what can be delivered through the careers programme**
- Lack of resources for use with pupils
- More support in college would provide better service for learners
- Less materials are updated making it more of a challenge to keep pupils fully informed
- Pupils have no internet/computer access in careers room
- Reduction in resources means less research for students
- Reduces resources that could be bought
- Costs for WRL trips/industrial visits and cover costs for events all may have to be passed on to students
- Lack of physical resources

16 Do you have timetables Careers Education at KS3, KS4, KS5?

	KS3	KS4	KS5
Yes	**60%**	**79%**	**82%**
No	**40%**	**21%**	**18%**

17 For Work Related Learning opportunities in your school/college.

	Yes	No
Do you have adequate financial resources?	**38%**	**62%**
s your staffing sufficient?	**37%**	**63%**

NORTHERN IRELAND SCHOOLS & COLLEGES CAREERS ASSOCIATION

Report of evidence from NISCA Members

18 If No, why not?

- Budget constraints
- Lack of budget
- Resources have been reduced at ALC Level
- Have to apply for funding through the BEP
- Don't have Work related learning budget or staff
- Budget cuts across the school
- No more funding for trips
- Need a work experience co-ordinator
- Need administration assistance
- Not cost: its actual time away from my other subject classes
- Staff are reluctant to take time out from their subjects
- Depends on BEP funding/budget – I rely only on that
- Can't get out to visit students on work experience
- Staff have been reduced, everybody is stretched and there is no time for anything else
- Staff have other HOD responsibilities
- Not enough time given to organise this
- Too few staff providing support across the subject areas.
- Not enough specialist staff
- I have a work experience co-ordinator but the job description has not been up dated to cover areas like workshops
- Trips are limited – we just can't get students out to employers
- We can't afford to take pupils out of school to businesses
- More staff needed for admin of forms and visiting students on placement
- Requires volunteers
- No visits conducted on work experience – we just can't afford to let teaching staff off timetable to do this
- Work visits require transport costs
- One teacher is expected to do all administration work for 117 pupils on work experience
- Mileage is claimed through SEELB scheme, however staff must ensure they have business insurance
- Too much administration
- No dedicated staff role beyond the work experience co-ordinator
- Only for work place visits – difficult for staff to get out of school
- There is not enough money in careers or other department budgets
- Not all have adequate training
- No formalised administrative provision for CEIAG in school at all
- Not enough teachers to do visits

NORTHERN IRELAND SCHOOLS & COLLEGES CAREERS ASSOCIATION

Report of evidence from NISCA Members

- Teachers are not dedicated Careers teachers
- Unable to visit pupils regularly enough
- Transport costs to get to industry visits
- No designated admin support for CEIAG/goodwill of Younger staff/study supervisor
- Exam based – no time for WRL
- Time constraints and increasing workload

19 Commenting on the support which the school/college's CEIAG programme receives from the Senior Management Team – how would you describe that support?

Minimal	**14%**
Adequate	**12%**
Generally Supportive	**41%**
Very Supportive	**33%**

20 Can you please expand on your response?

Examples of responses:

Positive:

- Head of CEIAG is a member of SMT which really helps
- I am on SMT so can promote the need for CEIAG support at this level
- Principal understands the value of CEIAG
- Senior management understand the importance of CEIAG
- Supportive of events and departmental requests
- Principal supports all initiatives but has not always money to fund them
- Always prepared to listen to issues, even though may not always be able to help, but will always do what they can
- CEIAG is on integral part of the educational experience in my school
- Principal takes on board my recommendations and supports work throughout the school
- Career targets are on the School Development Plan, staff are also covered for career events
- Importance of careers has improved over past few years
- They appreciate what I do but just leave me to get on with it
- **The SMT also works within severe financial constraints and time constraints as well as trying to keep parental hopes/ideas sensible.**

Negative:

NORTHERN IRELAND SCHOOLS & COLLEGES CAREERS ASSOCIATION

Report of evidence from NISCA Members

- **They do not see Careers as different from Employability and views it as a filler in timetable**
- **Not regarded as a "proper" subject, unlike Mathematics**
- **Support is sometimes given as needed but CEIAG is often viewed as a non-exam subject and tends to be last on the list**
- We are always the first department to suffer compromises
- Principal supports all initiatives but has not always money to fund them
- Up to classes of 30 students each this year for financial reasons
- After considerable persuasion they provided a careers room but no ICT facilities and no formal admin support
- Lip service paid but without a focused drive
- Depends on SMT person at that Key Stage, as long as job done – don't want to know of problems
- They don't really grasp that we're in the 21st century, no support available
- Enough time is not provided for planning events
- Reflected in lack of time in my timetable, lack of interest in career activities
- Not enough focus on CEIAG
- Support for present paid staff but lack of funding to expand department in order to promote more efficient CEIAG

21 In relation to your delivery of CEIAG, do you have access to adequate CPD opportunities?

Yes	**55%**
No	**45%**

22 If no, why not?

- **Limited availability or none**
- A course has still to be developed
- Few opportunities locally (Southern Area)
- No accredited CPD course available to school teachers for over a decade
- There is never enough cover to get time off to prepare
- Not aware of any CPD in my area (Western Area)
- There are no opportunities for new staff to study for an appropriate qualification
- No suitable courses provided (South Eastern Area)
- I have gained my knowledge through only hands-on experience
- There is no cover for staff to go out to courses at present
- Can't get out of school often enough
- Would like formal training (accreditation) similar to that offered by BELB years ago
- There is not a lot available out there, no time for in-house training
- My school is not very accommodating at releasing staff for CPD

NORTHERN IRELAND SCHOOLS & COLLEGES CAREERS ASSOCIATION

Report of evidence from NISCA Members

- Need a formal qualification for new member of staff
- No local courses (NI Board) available
- No qualification for CEIAG teachers
- Opportunities not always available locally
- None available – this is a necessity, particularly for those in charge of leading and managing careers
- Difficult to get out of school – budgetary constraints
- Becoming more of a challenge due to financial restrictions – no external cover to be released from school
- **No training available that I'm aware of…**
- NI does not offer Careers specific qualification
- **Funding and time**
- **Cuts to ELBs have reduced opportunities for CPD and sharing of good practice**
- Area Learning community very good but no qualifications available
- They don't exist
- Reduction in support from my ELB over several years
- Not available – have meeting with other careers staff at ALC meeting, annual NISCA conference
- Lack of time/budget
- Ability to get out of school but mainly no more support in ELB anymore

23 Can you note two areas where you would benefit from CPD to support the delivery of CEIAG in your school/college?

Example of responses

- Classroom delivery of CEAIG, advice on how to give guidance
- Use of LMI, Career guidance, work experience, legal insurance
- Sharing good practice with CEIAG colleagues to develop a programme to provide every pupil with an equal experience
- Work Related Learning, LMI
- Training Provision
- STEM delivery, knowledge of courses across NI
- Qualification for Careers Teachers, ICT development
- Revisiting statutory, employability curriculum, meeting criteria within this and blending this with careers information, advice and guidance successfully
- **Support from ELB service badly cut, no adviser for school**
- Support the delivery of the guidance element of CEIAG
- Curriculum and guidance
- More information on statutory requirements
- Developing own awareness of career roles/subject area

NORTHERN IRELAND SCHOOLS & COLLEGES CAREERS ASSOCIATION

Report of evidence from NISCA Members

- Labour market information related to NI specially.
- Up-skilling all staff on delivering CEIAG through their subject
- More digital career information, to create resources for career parents/pupils
- More opportunities to get out into industry
- Evaluations of CEIAG work, Careers across the curriculum
- CGI special needs/supporting social inclusion with adults
- More information/knowledge of career pathways linked to financial implications
- Opportunities for new career staff to gain provider
- Certificate/Diploma for CEIAG
- Skills and knowledge
- Production of resources – skills/resources and share resources and good practice
- UCAS training
- LMI – to better inform guidance
- LMI – regular updates would be useful – especially with resources to use directly with students

24 Do you have a CEIAG qualification?

Yes	**38%**
No	**62%**

N.B of the 38% who HAVE a CEIAG qualification. 6 are FE Careers Advisers. 10 of the 38 would like a "refresher" or updated qualification.

25 If available, would you like to undertake a CEIAG qualification?

Yes	**85%**
No	**15%**

Further comments on questions 24-25

"Definitely!"
"It is vital!"
"Qualifications for Careers Teachers are IMPERATIVE"
"I have but my assistant HOD/colleagues don't and would like one…"
"I've been researching qualifications but all I can find are online distance courses or modules from English universities which I'm not sure about"
"My principal has been trying to find a qualification for all of us for the past few years with no success"
"I would like to do a course in Careers leading to a qualification"

Appendix 6

Correspondence

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23. 7 November 2012 - Correspondence from the Department of Education
24. 22 November 2012 - Correspondence to the Queen's University Belfast
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26. 22 November 2012 - Correspondence to the Open University
27. 6 December 2012 - Correspondence to Belfast Metropolitan College
28. 6 December 2012 - Correspondence to Colleges NI
29. 6 December 2012 - Correspondence to the Royal Belfast Academical Institution
30. 6 February 2013 - Correspondence from Education Guidance Service for Adults
31. 7 February 2013 - Correspondence to GEMS NI

32. 7 February 2013 - Correspondence to Young Enterprise Northern Ireland

33. 7 February 2013 - Correspondence to Confederation of British Industry

34. 8 February 2013 - Correspondence from Northern Ireland Electricity

35. 14 February 2013 - Correspondence to the National Association of Head Teachers

36. 14 February 2013 - Correspondence to Skills for Justice

37. 14 February 2013 - Correspondence to the Northern Ireland Sector Skills Council Network

38. 14 February 2013 - Correspondence to Council for the Curriculum, Examinations and Assessment

39. 28 February 2013 - Correspondence to DMH Associates

40. 15 March 2013 - Correspondence to Northern Ireland Association for the Care and Resettlement of Offenders

41. 15 March 2013 - Correspondence to Include Youth

42. 15 March 2013 - Correspondence to Action on Hearing Loss

43. 11 April 2013 - Correspondence to the Department for Employment and Learning

44. 11 April 2013 - Correspondence to the Northern Ireland Commissioner for Children and Young People

45. 11 April 2013 - Correspondence to Northern Ireland Schools and Colleges Careers Association

46. 18 April 2013 - Correspondence to National Union of Students - Union of Students of Ireland

47. 18 April 2013 - Correspondence to MATRIX

48. 18 April 2013 - Correspondence to Mark Devenney

49. 17 May 2013 - Correspondence from the Department of Education

50. 11 October 2013 - Correspondence from the Committee for Education

21 June 2012 - Memo from Committee for Education

Committee for Employment and Learning
Room 416
Parliament Buildings
Tel: +44 (0)28 9052 1448
cathie.white@niassembly.gov.uk

To: Roisin Fleetham
Clerk to the Committee for Education

From: Cathie White
Clerk to the Employment and Learning Committee

Date: 21 June 2012

Subject: Careers Education, Information, Advice and Guidance (CEIAG)

Roisin,

At its meeting on 20 June 2012, the Committee for Employment and Learning received a briefing from the Northern Ireland Schools and Colleges Careers Association (NISCA) on Careers Education, Information, Advice and Guidance (CEIAG).

The Committee agreed to write to the Department for Education requesting information regarding the budget allocations to schools and colleges for the provision of careers services in individual schools.

I should be grateful if you would bring this to the attention of your Committee and, subject to their agreement, arrange for the correspondence to be forwarded to the Department for a response.

Regards,

Cathie White
Committee Clerk

21 June 2012 - Correspondence to Department of Education

Committee for Employment and Learning

Mrs Veronica Bintley
Rathgael House
Balloo Road
Rathgill
BANGOR
BT19 7PR

21 June 2012

Dear Veronica

At its meeting on 20 June 2012, the Committee for Employment and Learning received a briefing from the Northern Ireland Schools and Colleges Careers Association (NISCA) on Careers Education, Information, Advice and Guidance (CEIAG).

The Committee was informed that the Entitlement Framework Fund, used to fund careers and STEM activities, will run out in the year 2013. The Committee agreed to write to the Department for Education requesting information regarding this Fund and to request information on the future budget allocations to individual schools and colleges for the provision of careers services.

I would be grateful for a response by 3 July 2012.

Yours sincerely,

Cathie White
Clerk to the Committee

21 June 2013 - Correspondence to the Department of Employment and Learning

Committee for Employment and Learning

Fiona Stanley
DALO
Department for Employment and Learning
Adelaide House
39-49 Adelaide Street
Belfast
BT2 8FD

21 June 2012

Dear Fiona,

At its meeting on 20 June 2012, the Committee for Employment and Learning received a briefing from the Northern Ireland Schools and Colleges Careers Association (NISCA) on Careers Education, Information, Advice and Guidance (CEIAG)

During the briefing, the Committee agreed to write to the Department to request the following information:

- A written update on the current evaluation of the implementation of the 18 action points outlined in the Preparing for Success Implementation Report, March 2011 and how progress is measured.
- A list of attendees and the position they held who attended the meeting to launch the interim review of the Careers Strategy held in June 2011.

I would be grateful for a response by 3 July 2012.

I look forward to your response.

Yours sincerely,

Cathie White
Clerk to the Committee

4 July 2012 - Committee for Education response to correspondence of 21 June 2012

Committee for Education

Mr Basil McCrea
Chairperson
Committee for Employment and Learning
Room 416
Parliament Buildings

Our Ref: 072/11/08 4 July 2012

Dear Basil

Careers Education, Information, Advice and Guidance

Thank you for your correspondence inviting the Committee for Education the opportunity to join your inquiry into careers education, information, advice and guidance.

The Committee agreed at its meeting on 4 July 2012 to request that you keep us informed of dates, briefings, etc. and we will endeavour to have a member attend when possible.

Members also agreed to request that they be provided with the briefing papers provided to your Committee for your session on careers education, information, advice and guidance and the associated Hansard.

Yours sincerely,

Mervyn Storey, MLA
Committee Chairperson

5 July 2012 - Stakeholders Careers Inquiry Letter

Basil McCrea, Chairperson
Committee for Employment and Learning
Room 346,
Parliament Buildings,
Stormont,
Belfast BT4 3XX

Telephone: (028) 9052 0379
Fax: (028) 9052 1433
E-mail: cel@niassembly.gov.uk

5 July 2012

Dear Sir/Madam,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The Committee for Employment and Learning is undertaking an inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The purpose of the Inquiry is to identify areas where the CEIAG strategy for Northern Ireland is failing to meet the needs of target groups such as school age pupils, young people, the unemployed and those living in rural and urban areas.

Due to the restricted amount of time available to the Committee in which to carry out the Inquiry, the analysis of CEIAG will be restricted to inconsistencies in CEIAG in primary and post primary schools and regional colleges, models of best practice in terms of CEIAG delivery and the effectiveness of linkages between delivery agents, the Careers Service and employers.

The Committee will critically examine CEIAG in Northern Ireland including consideration of the current policies, programmes and opportunities available in Northern Ireland for those who want to access CEIAG. In addition, the Inquiry will identify barriers faced by those wishing to access the service and those who deliver the service.

The Committee will make recommendations, where appropriate, on how policies, procedures and practises can be improved in order to maximise opportunities to support CEIAG for the benefit of the Northern Ireland economy and its citizens.

At its meeting on 4 July 2012, the Committee finalised the Terms of Reference for the Inquiry and agreed that I write to you requesting that you provide a written submission to the Inquiry. The Terms of Reference are as follows:

The Committee will:

1. Investigate and identify any inconsistencies/issues in the delivery of CEIAG, including:

    a. Provision of CEIAG delivery in primary and post primary schools, further education and higher education– may include consideration of the role of CEIAG in the Curriculum, delivery of CEIAG resources available to deliver CEIAG via the education system and methods which may improve delivery;

    b. Similarities and differences in Northern Ireland Careers Service provision between Urban and Rural areas, such as availability of Careers Advisers and accessibility to CEIAG services; and

c. The impact of the budget cuts on the delivery of CEIAG across Northern Ireland.

2. Assess the process of professionalisation of those who deliver CEIAG, particularly in post primary schools & colleges including what training is available and how accessible it is; and

3. Report to the Assembly with full findings, conclusions and recommendations on how policies, procedures and practices can be improved in order to maximise the delivery of CEIAG to stakeholders to the benefit of Individuals, the Region and the Economy of Northern Ireland.

Further details on the inquiry can be found at http://www.niassembly.gov.uk/assembly-business/committees/2011-2016/committee-for-employment-and-learning/inquiries/

Your organisation is invited to provide a written submission to the Committee for Employment and Learning by e-mail to cel@niassembly.gov.uk or by post to the Committee Clerk, Room 416, Parliament Buildings, Ballymiscaw, Stormont, Belfast, BT4 3XX.

The written submission must be structured to address the specific terms of reference of the Inquiry and must also contain an Executive Summary. Further. Guidance on submitting written evidence to Assembly Committees is attached.

The closing date for written submissions is 24 August 2012.

If you require any further information please contact the Committee Clerk, Cathie White, on 028 9052 1448.

Yours sincerely,

Basil McCrea MLA

Chairperson

5 July 2012 - Correspondence to the Minister for Employment and Learning

Basil McCrea, Chairperson
Committee for Employment and Learning
Room 346,
Parliament Buildings,
Stormont,
Belfast BT4 3XX

Telephone: (028) 9052 0379
Fax: (028) 9052 1433
E-mail: cel@niassembly.gov.uk

Dr Stephen Farry MLA
Minister for Employment and Learning
Department for Employment and Learning
Adelaide House
Adelaide Street
Belfast BT2 8GB

5 July 2012

Dear Stephen,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

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Basil McCrea MLA

Chairperson

5 July 2012 - Correspondence to the Minister for Education

Basil McCrea, Chairperson
Committee for Employment and Learning
Room 346,
Parliament Buildings,
Stormont,
Belfast BT4 3XX

Telephone: (028) 9052 0379
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E-mail: cel@niassembly.gov.uk

Mr John O'Dowd MLA
Minister for Education
Rathgael House
Balloo Road
Rathgill
Bangor BT19 7PR

5 July 2012

Dear John,

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Yours sincerely,

Basil McCrea MLA

Chairperson

5 July 2012 - Correspondence to the Minister for Enterprise, Trade and Investment

Basil McCrea, Chairperson
Committee for Employment and Learning
Room 346,
Parliament Buildings,
Stormont,
Belfast BT4 3XX

Telephone: (028) 9052 0379
Fax: (028) 9052 1433
E-mail: cel@niassembly.gov.uk

Mrs Arlene Foster MLA
Minister for Enterprise, Trade and Investment
Netherleigh
Massey Avenue
Belfast, BT4 2JP

5 July 2012

Dear Arlene,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

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The closing date for written submissions is 24 August 2012.

If you require any further information please contact the Committee Clerk, Cathie White, on 028 9052 1448.

Yours sincerely,

Basil McCrea MLA

Chairperson

5 July 2012 - Memo to all Statutory Committees

Committee for Employment and Learning
Room 416
Parliament Buildings
Tel: +44 (0)28 9052 1448
cathie.white@niassembly.gov.uk

To: All Statutory Committees

From: Cathie White
Clerk to the Employment and Learning Committee

Date: 5 July 2012

Subject: Careers Education, Information, Advice and Guidance (CEIAG)

The Committee for Employment and Learning is undertaking an inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

At its meeting on 4 July 2012, the Committee finalised the Terms of Reference for the Inquiry, please see attached, and agreed to offer Statutory Committees the opportunity to comment on these.

Given that the Assembly is moving into summer recess I would be grateful for a response by 5 October 2012.

Regards,

Cathie White
Committee Clerk

16 July 2012 - Correspondence from the Department of Education

Department of
Education
www.deni.gov.uk
AN ROINN
Oideachais
MÄNNYSTRIE O
Lear

Roisin Fleetham
Clerk to the Committee
Committee for Education
Room 241
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Ballymiscaw
Stormont
Belfast
BT4 3XX

Rathgael House
43 Balloo Road
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Bangor
BT19 7PR

Tel No: (028) 91279849
Fax: (028) 91279100

E-mail: veronica.bintley@deni.gov.uk

Your Ref: 072/11/07

16 July 2012

Dear Roisin

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

Further to the letter from the Committee for the Department for Employment and Learning received on 4th July, I am writing to respond to the issue raised about the use of Entitlement Framework monies to fund careers and STEM activities.

I should like to clarify that the Entitlement Framework allocation is an earmarked fund provided to schools to support development work towards their meeting the requirements of the Entitlement Framework. It is not a fund designed to support STEM activities nor the provision of career services. There are separate funding streams available for STEM and STEM CEIAG.

The purpose of Entitlement Framework policy is to guarantee all pupils equal access to a range of economically relevant and engaging courses at Key Stage 4 and post-16 by specifying a minimum number of courses to which schools must provide access. Of these at least one third must be general courses and one third applied. As you will be aware, the Minister for Education, John O'Dowd MLA, decided to phase in the statutory requirements of the Entitlement Framework from September 2013 to September 2015.

The Entitlement Framework has supported schools as they increase the breadth of their curricular offer, providing a contribution towards courses

[redacted]

INVESTORS IN PEOPLE

delivered collaboratively between schools and with FE Colleges and Training Organisations. Earmarked funds are normally timebound and schools have been advised that, from the 2014/15 financial year, this additional funding will end.

Careers provision in post-primary schools forms part of the statutory curriculum at Key Stage 3, where Career Management is a specific part of Employability within Learning for Life and Work. The statutory Minimum Content for Career Management states that, "Exploring Career Management provides opportunities for young people to investigate the changing concept of career which is moving away from the likelihood of a job for life to the expectation that individuals will experience several career changes and this will involve lifelong learning, updating knowledge and skills, self marketing and effective personal career planning." Key Stage 4 provision builds on Key Stage 3, and the statutory Minimum Content for Employability at that stage states that pupils should be enabled to "develop a personal career plan based on relevant information and guidance." Schools are supported in delivering a programme of careers education, information, advice and guidance through working in partnership with the careers service run by the Department for Employment and Learning.

Schools have always been responsible for the delivery of the statutory curriculum and any associated costs are met from their delegated budget. This continues to be the case.

I trust this clarifies the position.

Yours sincerely

Veronica Bintley
Departmental Assembly Liaison Officer

17 July 2012 - Correspondence from the Minister for Education

FROM THE MINISTER/ÓN AIRE

AN ROINN
Oideachais
Department of
Education
MÄNNYSTRIE O
Lear
www.deni.gov.uk

Tel: 9127 9306
Fax: 9127 9779
Dialling codes: 028 from north of Ireland
048 from south of Ireland

COR 519/2012

Basil McCrea MLA
Chairperson Committee for Employment and Learning
Room 346 Parliament Buildings
Stormont
BELFAST
BT4 3XX

17 July 2012

Basil a chara

Thank you for your letter of 5 July advising me of the Inquiry being undertaken by the Committee for Employment and Learning and providing the Terms of Reference.

High quality Careers Education, Information, Advice and Guidance (CEIAG) is crucial for our young people in supporting them as they make informed choices at key transition points in their education. CEIAG is an important element underpinning the Entitlement Framework policy which I am introducing on a phased basis from September 2013. A key purpose of the Entitlement Framework is to broaden the range and type of courses pupils can access post-14. Courses should be economically relevant and engaging for pupils, with clear progression pathways on to continued education, training or employment.

I look forward to the outcome of the Committee Inquiry and will be pleased to contribute a submission from an education perspective.

JOHN O'DOWD MLA
Minister for Education

INVESTORS IN PEOPLE

An Roinn Oideachais, Teach Ráth Giall, 43 Bóthar Bhaile Aodha, Ráth Giall, Beannchar, Co an Dúin BT19 7PR
Department of Education, Rathgael House, 43 Balloo Road, Rathgill, Bangor, Co Down BT19 7PR
Männystrie o Lear, Rathgael Hoose, 43 Balloo Róad, Rathgill, Bang'r, Coontie Doon BT19 7PR

24 July 2012 - Correspondence from the Department for Employment and Learning

Department for
Employment
and Learning
www.delni.gov.uk

Ms Cathie White
Clerk to the Committee for Employment and Learning
Room 346
Parliament Buildings
Ballymiscaw
Stormont
Belfast
BT4 3XX

Adelaide House
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Belfast
BT2 8FD
Tel: 028 9025 7777
Fax: 028 9025 7778
email: private.office@delni.gov.uk

Our Ref: COR/241/12

24 July 2012

Dear Cathie

I refer to your letter of 21 June requesting an update on the implementation of "Preparing for Success" and information on attendance at a launch event in June 2011.

"Preparing for Success" the careers education, information, advice and guidance strategy was developed jointly by the Department of Education and the Department for Employment and Learning and launched in January 2009. A Steering Group, co-chaired by senior officials from the two departments and including officials from the Department of Enterprise Trade and Investment, the Education and Training Inspectorate and representatives from business and education, was set up to oversee and guide the implementation of the key areas of the strategy and review the progress of "Preparing for Success" Implementation Plan. A list of the Careers Steering Group members is attached at Annex A.

The group meets twice a year and the progress update paper from the most recent meeting on 13 June 2012 is attached. This paper provides details of progress against each of the 18 actions. It was agreed at the meeting in June, that the chair of Northern Ireland Schools and Colleges Careers Association (NISCA) would be invited to join the Careers Steering Group.

In June 2011, an event designed for Post-Primary School, Further Education and Training leaders on '*Education and Career Decisions – Routes to Employment and Social Engagement*' was held at Greenmount College. The objectives of the event were to:

- communicate progress on the implementation plan of "*Preparing for Success*";
- raise awareness of the critical necessity of effective Careers Education, Information, Advice and Guidance in the current economic climate; and

INVESTOR IN PEOPLE

- demonstrate the value of different routes, including vocational routes, to a successful career in line with broadening and balancing the curriculum under the Entitlement Framework.

The event was jointly organised by the Department of Education and the Department for Employment and Learning. The Department of Education took the lead in the administration of the event and as a result the Department for Employment and Learning does not hold the information requested in relation to the names of attendees and the position held.

Yours sincerely,

FIONA STANLEY
Departmental Assembly Liaison Officer

[redacted]

ANNEX A

CAREERS STEERING GROUP MEMBERS

June Ingram (co-chair)	Director -Skills and Industry Division	DEL
Adrian Arbuthnot (co-chair)	Director- Curriculum, Standards & Qualifications	DE
Judith Shaw	Careers Policy and Strategy	DEL
Frances O'Hara	Careers Service Operations	DEL
Harriett Ferguson	FE 14-19 Policy	DEL
Dorina Edgar	14-19 Curriculum Entitlement Team	DE
Russell Welsh	Curriculum Development Team	DE
Philip Rodgers	Economic Strategy Unit	DETI
Sam McAvoy	Education and Training Inspectorate	
Gordon Parkes	Northern Ireland Business Alliance	
Damian McGivern	University of Ulster	
Maria Lee	Queens University	
Charlie McKeown	Colleges NI	
Fionnuala Vallely	Dominican College Belfast	
Cathy Moore	Northern Ireland Schools and Colleges Careers Association	

INITIATIVE	Lead Dept	MILESTONES	DATES	Update June 2012
1. Establish a CEIAG Steering Group	DE/DEL	• Establish steering group • Review progress	• January 2009 • Bi annually	**Achieved** – will continue to meet biannually • December 2011- agreed to adopt new name "Careers Steering Group". • Membership increased to include QUB, UU, CollegesNI and schools.
2. Commission review of CEIAG strategy	DE/DEL	• External Review completed	• March 2014	**On track**
3. CEIAG Map and Guide	DE	• Publication • Workshops for all school staff • ETI Review	• January 2009 • Rolling programme • April 2010	**Achieved.** • Careers education will continue to be monitored by ETI
4. Business Engagement Working Group	DE	• Establish working group • Agree terms of reference • Recommendations	• March 2009 • April 2009 • October 2009.	**In Progress.** • The focus of the Business Engagement Group was envisaged as building on existing links between education and business through a more formalised structure. Business Alliance and DE have been exploring how this can best be achieved. Meetings have taken place with business representative bodies to provide an insight into the business education work currently undertaken in the school sector and to examine how the business community can play a greater role in careers education. Work is continuing in exploring how best employer engagement with schools and employer awareness of

				CEIAG can be measured and further meetings with business forums are planned in order to obtain a consensus across the business community
5.Employability and work related learning	**DE**	• 100,000 learners p.a. to participate in initiatives.	• Rolling programme.	**Achieved** • Employability work in schools is ongoing and will continue to be monitored by DE
6. STEM Careers Action Plan	**DE**	• STEM Teams identified & in place in all ELBs • STEM team to define BP for years 2/3. • Annual STEM review • ETI review	• January 2009 • April 2009 • ongoing • March 2010	**Achieved** • STEM work in schools is embedded and ongoing. DE will continue to monitor and develop through the STEM Strategy.
7. Information Champion	**DEL**	• Appoint information champion in Careers Service • Develop LMI Champion role to articulate customers' LMI needs and feedback to labour market analysts and other relevant partners. • Training, in use of LMI, available for careers advisers	• January 2009 • April 2009 • December 2009	**Achieved** • New Information champion appointed April 2012. • Skills strategy project "harnessing LMI" progressing. • LMI stakeholder consultation completed. • LMI training event for careers advisers – March 2012
8. Careers	**DEL**	• Develop Careers	• September	**Achieved – further development in**

Information Hub		Service website to provide access to up to date, user-friendly, LMI	2010	**progress** • Careers Service website consolidated on Nidirect - review and maintenance ongoing. • Software procurement progressing. • Exploring use of telephone helpline and social media with Nidirect
9. Recruitment of additional Careers Advisers	**DEL**	• Additional staffing agreed with DEL Board • Additional staff in post • Induction training	• March 2008 • September 2009 • October 2009	**Achieved** • Restructuring complete with a total of 104 (full time equivalent) careers advisers. • Induction training for initial intake complete. Ongoing for replacement staff
10. Partnership between Schools, further education, training and apprenticeship providers and Careers Service	**DEL**	• Agree partnership arrangements	• September 2009	**Achieved** • Partnership Agreement with Schools agreed and in place with 99% of post primary schools- recently revised to address data sharing issues. Partnership arrangements with FE and training providers in place- to be reviewed by March 2013.
11. CIAG Facilities	**DEL**	• Evaluate Careers Resource Centres in Belfast and Northwest • Examine options for partnership facilities within FE, Library	• June 2009 • June 2010	**In Progress** • Achieved-Evaluation of Belfast & Northwest complete (iCEGS review) • Focus has been redirected to enhance working arrangements between the Careers Service and the Employment

		facilities and Extended Schools.		Service and improve existing DEL facilities.
		• Appropriate, accessible, all-age facilities in place.	• March 2013	• On track - Facilities enhanced in Dungannon, Downpatrick & Bangor & Careers Service signage completed in DEL facilities. Extended opening hours to be piloted in Belfast from 21 July 2012. Further work required to extend public internet access and roll out Resource centre model.
12. Parental Involvement	**DEL**			**In Progress**
		• Develop CIAG information pack for parents	• January 2010	• Guide for parents drafted for consultation - to be finalised and circulated to schools by March 2013.
		• Develop information seminars for parents	• April 2010	• Seminars to be considered following completion of guide.
13. Provision of CIAG for young people and adults vulnerable to social exclusion	**DEL**			**In Progress**
		• Define social inclusion (priority) groups	• March 2009	• Achieved -Careers Service Social inclusion policy and practice guidelines updated. Priority groups identified. All advisers carry mixed caseload.
		• Develop appropriate partnerships to support provision for social inclusion groups.	• March 2010	• Achieved -SLA with EGSA – Focus on adults vulnerable to social exclusion. Partnership agreement between Careers Service and HSSTs in place and under review. Partnership agreement between Careers Service and YJA to be finalised.
		• Identify needs of priority groups	• September 2010	• Priority groups identified in NEETs strategy have been adopted.

		• Provide appropriate training for all Careers Advisers.	• Ongoing	• Ongoing- Social inclusion training - CPD event for careers advisers February 2012.
14. Adult Guidance	**DEL**	• Develop and issue tender specification • Award Adult Guidance contract • Develop partnership and evaluation arrangements	• March 2009 • September 2009 • Ongoing	**Achieved** • SLA for provision of Outreach Adult Careers Guidance Services agreed with EGSA(3years) • Evaluation of SLA with EGSA review completed. • Careers Service engagement with adults increased to 15,000 in 2011/12
15. Quality Standards	**DE/DEL**	• Issue ETI Quality Indicators to Schools. Colleges and Training Organisations	• January 2009	**In Progress** • Achieved -The ETI Quality Indicators for Careers Education Information Advice and Guidance issued to schools and colleges and training organisations in 2010. Schools and colleges have adopted the standards.
		• Train organisations in self assessment	• June 2009	• In progress – Initial training in schools complete. ETI continues to build capacity for self evaluation of CEIAG in schools, colleges and training organisations through organisational visits and inspection activities.
		• Implement external evaluation	• March 2011	• In progress- delayed due to revision of Matrix standard, which was launched in October 2011. DEL has agreed to commit to Matrix accreditation for Careers Service

				as a whole by March 2013.
16. Impact Evidence	**DE/DEL**	• Participate in European Lifelong Guidance Policy Network- Evidence Based Practice – work programme	• Ongoing	**In Progress** • In progress -DEL continues participation in European Network – report to be published October 2012.
		• Agree NI impact measures	• March 2010	• In progress - Development of NI impact measures delayed due to complexity and need to take account of UK and European developments. Careers Service participated in European Lifelong Guidance Policy Network (ELGPN) quality and impact framework testing and proposes to adopt key elements for ongoing impact measurement. ELGPN Resource Kit to be published in October 2012. NI impact measures to be agreed by March 2013. Careers Service Annual Report 11/12 in preparation- to be agreed by end July 2012. ETI continues to build capacity for self evaluation of CEIAG in schools, colleges and training organisations through organisational visits and inspection activities.
17. Qualifications and continuous professional development frameworks	**DE/DEL**	• Participate in LLUK Careers Guidance steering group	• March 2009	**In Progress** • Achieved – LLUK work complete.
		• Review teacher training	• March 2010	• In progress- DE has commissioned the writing of modules to be rolled out to existing and new careers teachers. The writers should aim at Level 5 qualifications

		on the Qualifications and Credit Framework in terms of depth of knowledge/application and assessment needs. The 4 modules include: I. An update on current issues in CEIAG, policy and practice including the design, planning and delivery of CEIAG II. Understanding personal career planning and the guidance process including working with CSNI (Partnership Agreement) III. Coordinating Careers across the curriculum including accessing information, resources and working with business sectors, employers and external providers IV. Leading and managing CEIAG including monitoring, evaluation and review of quality provision (using In producing the modules.
• Agree CPD framework	• March 2010	• In progress - Careers Service pilot of NVQ3 in advice and guidance - complete – evaluation to be finalised. Careers Service entry requirements to be reviewed to take account of new qualifications framework. New professional body – Career Development Institute (CDI) to be formed and professional register to be established – DEL position to be agreed. DEL meeting with NISCA to consider joint CPD event.

18. CEIAG Forum	**DE/DEL**	• Agree remit of Forum • Establish Forum Partners • Establish meeting format	• May 2009 • July 2009 • September 2009	**Achieved** • Careers Steering Group membership extended to include key stakeholders.

11 September 2012 - Committee for Culture, Arts and Leisure Response

Northern Ireland Assembly

Basil McCrea MLA
Chairperson
Committee for Employment and Learning
Room 346
Parliament Buildings
Stormont
Belfast

Our Ref: C218/12

11th September 2012

Dear Basil,

Inquiry into Careers, Education, Information, Advice and Guidance

At the meeting on 06 September 2012, the Committee for Culture, Arts and Leisure considered correspondence from the Committee for Employment and Learning regarding the Inquiry into Careers, Education, Information, Advice and Guidance.

Members agreed that a response from the CAL Committee would not be appropriate at this time given its own inquiry into Maximising the Potential of Creative Industries which addresses similar issues relating to creative industries.

The Committee for Culture, Arts and Leisure will be finalising the inquiry in due course, and a copy of the report will be issued to the Committee for Employment and Learning when it is published.

Yours sincerely

Ms Michelle McIlveen MLA
Chairperson
Committee for Culture, Arts and Leisure

Committee for Culture, Arts and Leisure, Room 344, Parliament Buildings, Ballymiscaw, Stormont, Belfast BT4 3XX
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13 September 2012 - Memo from the Committee for Education

Committee for Education
Room 241
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To: Cathie White
Clerk to the Committee for Employment and Learning

From: Peter McCallion
Clerk to the Committee for Education

Date: 13 September 2012

Ref: 072/11/12

Subject: Funding for Careers and STEM activities

Please see attached a response from the Department of Education dated 16 July 2012 relating to your correspondence dated 21 June 2012 regarding the funding of careers and STEM activities.

At its meeting of 12 September 2012, the Committee agreed to forward this response to the E&L Committee for information.

Regards

Peter McCallion
Committee Clerk

Department of
Education
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Roisin Fleetham
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E-mail: veronica.bintley@deni.gov.uk

Your Ref: 072/11/07

16 July 2012

Dear Roisin

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

Further to the letter from the Committee for the Department for Employment and Learning received on 4th July, I am writing to respond to the issue raised about the use of Entitlement Framework monies to fund careers and STEM activities.

I should like to clarify that the Entitlement Framework allocation is an earmarked fund provided to schools to support development work towards their meeting the requirements of the Entitlement Framework. It is not a fund designed to support STEM activities nor the provision of career services. There are separate funding streams available for STEM and STEM CEIAG.

The purpose of Entitlement Framework policy is to guarantee all pupils equal access to a range of economically relevant and engaging courses at Key Stage 4 and post-16 by specifying a minimum number of courses to which schools must provide access. Of these at least one third must be general courses and one third applied. As you will be aware, the Minister for Education, John O'Dowd MLA, decided to phase in the statutory requirements of the Entitlement Framework from September 2013 to September 2015.

The Entitlement Framework has supported schools as they increase the breadth of their curricular offer, providing a contribution towards courses

INVESTORS IN PEOPLE

delivered collaboratively between schools and with FE Colleges and Training Organisations. Earmarked funds are normally timebound and schools have been advised that, from the 2014/15 financial year, this additional funding will end.

Careers provision in post-primary schools forms part of the statutory curriculum at Key Stage 3, where Career Management is a specific part of Employability within Learning for Life and Work. The statutory Minimum Content for Career Management states that, "Exploring Career Management provides opportunities for young people to investigate the changing concept of career which is moving away from the likelihood of a job for life to the expectation that individuals will experience several career changes and this will involve lifelong learning, updating knowledge and skills, self marketing and effective personal career planning." Key Stage 4 provision builds on Key Stage 3, and the statutory Minimum Content for Employability at that stage states that pupils should be enabled to "develop a personal career plan based on relevant information and guidance." Schools are supported in delivering a programme of careers education, information, advice and guidance through working in partnership with the careers service run by the Department for Employment and Learning.

Schools have always been responsible for the delivery of the statutory curriculum and any associated costs are met from their delegated budget. This continues to be the case.

I trust this clarifies the position.

Yours sincerely

Veronica Bintley
Departmental Assembly Liaison Officer

14 September 2012 - Memo to Committee for Education

Committee for Employment and Learning
Room 416
Parliament Buildings
Tel: +44 (0)28 9052 1448
cathie.white@niassembly.gov.uk

To: Peter McCallion
Clerk to the Committee for Education

From: Cathie White
Clerk to the Employment and Learning Committee

Date: 14 September 2012

Subject: Committee for Employment and Learning Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

Peter,

At its meeting on 12 September 2012, the Committee for Employment and Learning considered its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The Committee is mindful that aspects of its Inquiry will fall within the remit of the Committee for Education and as such has agreed that the initial evidence session for the inquiry should be a joint briefing by officials from the Department of Employment and Learning and the Department for Education on current policies and structures for Careers Advice in Northern Ireland.

The Committee seeks the Committee for Education's agreement to engage with the Department of Education on the matter of its Inquiry and to arrange a joint briefing from the two Departments.

The Committee also wishes to reiterate its earlier offer for the Committee for Education to become involved in the Inquiry and that all papers on the Inquiry will be copied to your Committee for information.

I would be grateful if you would bring this to the attention of the Committee.

Regards,

Cathie White
Committee Clerk

19 September 2012 - Memo from the Committee for Justice

Committee for Justice
Room 242
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From: Christine Darrah
Clerk to the Committee for Justice

Date: 19 September 2012

To: Cathie White
Clerk to the Committee for Employment and Learning

Inquiry into Careers Education, Information, Advice and Guidance (CEIAG)

At its meeting on 13 September 2012, the Committee for Justice considered the correspondence of 5 July inviting a written submission to the Committee for Employment and Learning's Inquiry into Careers Education, Information, Advice and Guidance.

As the Inquiry does not cover justice matters, the Committee for Justice agreed that it had no comment to make.

Christine Darrah
Committee Clerk

20 September 2012 - Memo from the Committee for Education

Committee for Education
Room 241
Parliament Buildings
Tel: +44 (0)28 9052 21821
Fax: +44 (0)28 9052 1371

To: Cathie White
Clerk to the Committee for Employment and Learning

From: Peter McCallion
Clerk to the Committee for Education

Date: 20 September 2012

Subject: Careers Education, Information, Advice and Guidance

At its meeting of 19 September 2012, the Committee for Education noted correspondence from you dated 14 July 2012 seeking the Committee's agreement to engage with the Department of Education regarding the E&L Committee's Inquiry into Careers Education, Information, Advice and Guidance

The Committee for Education is content that the E&L Committee deal directly with the Department of Education on this matter.

Regards

Peter McCallion
Committee Clerk

Cc Department of Education

4 October 2012 - Correspondence from the Department for Education

Committee for Education
Room 241
Parliament Buildings
Tel: +44 (0)28 9052 21821
Fax: +44 (0)28 9052 1371

To: Cathie White
Clerk to the Committee for Employment and Learning

From: Peter McCallion
Clerk to the Committee for Education

Date: 4 October 2012

Subject: Preparing for Success Conference

Please find attached correspondence from the Department of Education dated 26 September 2012 regarding the Preparing for Success Conference.

The Committee for Education noted this at its meeting of 3 October 2012 and agreed to forward it to the E&L Committee.

Regards

Peter McCallion
Committee Clerk

Department of
Education
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Email: veronica.bintley@deni.gov.uk

26 September 2012

Dear Peter

I refer to your letter of 21 September 2012 requesting information in respect of the list of attendees at the Preparing for Success Conference which took place on 1 June 2011.

I attached a list of attendees and their role/position within their respective school or organisation.

I trust this information is helpful.

Yours sincerely

VERONICA BINTLEY
Departmental Assembly Liaison Officer

[redacted]

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Education and Career Decisions - Routes to Employment and Social Engagement (including Launch of Preparing for Success Launch)
1st June 2011
Greenmount College, Antrim

Role/Position	School/Organisation
Admin Officer	Department of Education
Adviser	Antrim Board Centre
Adviser	Antrim Board Centre
Advisory Teacher	Knockavoe School & Resource Centre
Assistant Advisor Employability	Belfast Education & Library Board
Assistant Director	CBI
Assistant Principal	St Louise's Comprehensive College
Asst. Economist	Department for Employment and Learning
Career Guidance Counsellor	DFPF Ltd
Careers Adviser	Belfast Education & Library Board
Careers and Learning Resources Manager	Southern Regional College
Careers Department	Dunclug College
Careers Department	Our Lady of Lourdes High School
Careers Manager	Careers Service
Careers Manager	Careers Service NI
Careers Manager	GoSkills - The Sector Skills Council for Passenger Transport
Careers Manager	Careers Service NI
Careers Policy and Strategy Manager	DEL Careers Service
Careers Service	Department for Employment and Learning
Careers Service Manager	Careers Service NI
Careers Service Manager	Careers Service
Careers Service Manager	Careers Service NI
Careers Service Manager	Careers Service NI
Careers Service Manager	Careers Service NI
Careers Teacher	St Patrick's College - Dungiven
CEIAG CASS Officer	Silverwood Centre
Co-ordinator	Customized Training Services
Curriculum Manager Head of CEAIG	Lisnagarvey High
Deputy Director	Northern Regional College
Deputy Head	Royal School Dungannon
Deputy Head Careers Policy & Strategy	DEL Careers Service
Deputy Head of Careers and Guidance Services	DEL Careers Service
Deputy Vice Principal	Ashfield Boys' High School
Development Branch	Department of Education

Development Manager Qualifications & Skills Accreditation	CCEA (NI)
DP	Department of Education
DP	Department for Employment and Learning
DP	Department of Education
DP	Department of Education
DP	Department of Employment and Learning
Engineering Training Council	InterPoint
Entitlement Framework Adviser	Silverwood Centre
General Manager	Paragon Training
Grade 6	Department for Employment and Learning
Grade 7	Department of Education
Grade 7	Department of Employment and Learning
Grade 7	Department for Employment and Learning
Head of Careers Services	Department of Employment and Learning
Head of Careers	Dunclug College
Head of Careers	Omagh High School
Head of Careers	St Mary's Christian Brothers' Grammar School
Head of Careers	Corpus Christi College
Head of Careers	Drumragh Integrated College
Head of Careers	Ashfield Girls' High School
Head of Careers	New-Bridge Integrated College
Head of Careers	Assumption Grammar School
Head of Careers	Wallace High School
Head of Careers	St Joseph's College - Belfast
Head of Careers	Dominican College (Belfast)
Head of Careers	St Mark's High School
Head of Careers	Foyle & Londonderry College
Head of Careers	St Patrick's & St Brigid's College
Head of Careers	St Joseph's High School (Crossmaglen)
Head of Careers	Aquinas Grammar School
Head of Centre	Newtownabbey Educational Guidance Centre
Head of Department	Loreto Grammar
Head of Office of Adviser on Employment and Skills	Department for Employment and Learning
Head of Pastoral Care and Guidance (Careers)	South Eastern Regional College
Head of Year	Assumption Grammar School
Lead Development Officer	Wade Training
Manager	Paragon Training
Manager	Customized Training Services
Managing Director	Smalltown America Records
N/A	Apprentice of the Year
N/A	Business Alliance
National Director Northern Ireland	GoSkills The Sector Skills Council for Passenger Transport
Not Given	Antrim Grammar School
Principal	St Gemma's High School
Principal	Thornfield House School

Principal	St Joseph's Boys High School
Principal	Carrickfergus Grammar School
Principal	St Mary's High School (Newry)
Principal	Malone Integrated College
Principal	City of Armagh High School
Principal	St Patrick's High School - Keady
Principal	Cookstown High School
Principal	St Michael's Grammar School
Principal	Bloomfield Collegiate School
Principal	Lurgan College
Principal	St Columba's College
Principal	Loreto College
Principal	Newry High School
Principal	St Patrick's College - Maghera
Principal	Largymore Primary School
Principal	Integrated College Dungannon
Principal	Christian Brothers' School
Principal	Rockport School
Principal	Friends' School
Principal	Ballyclare High School (Grammar)
Principal	Laurelhill Community College
Principal	Little Flower Girls' School
Principal	St Mary's Convent Grammar School
Principal	St Killian's College - Carnlough Campus
Principal	Newtownbreda High School
Principal	St Joseph's Secondary School
Principal	Oakgrove Integrated College
Principal (On secondment to NAHT until September 2012)	Castle Tower School - Dunfane Campus
Principal Careers Tutor	Methodist College
Principal Officer Vocational Qualifications	CCEA (NI)
Principal/Headmaster	Belfast Royal Academy
Regional Manager Northern Ireland	Babcock Training
Science Teacher	St Patrick's College - Belfast
Senior Teacher	Belfast Boys' Model School
Senior Tutor	Strabane Training Services
STEM CEIAG Advisory Teacher	Silverwood Centre
Teaching and Learning Manager	Rutledge Recruitment and Training
Vice Principal	Cambridge House Grammar
Vice Principal	Lagan College
Vice Principal	Grosvenor Grammar School
Vice Principal	Our Lady & St Patrick's College
Vice Principal	New-Bridge Integrated College
Vice Principal	Downshire School
Vice Principal	Ballyclare Secondary School

12 October 2012 - Memo to Committee for Education

Committee for Employment and Learning
Room 416
Parliament Buildings
Tel: +44 (0)28 9052 1448
cathie.white@niassembly.gov.uk

To: Peter McCallion
Clerk to the Committee for Education

From: Cathie White
Clerk to the Employment and Learning Committee

Date: 12 October 2012

Subject: Committee for Employment and Learning Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland

Peter,

At its meeting on 10 October 2012, the Committee for Employment and Learning received a joint briefing from the Department for Employment and Learning and the Department of Education on Careers Education, Information, Advice and Guidance (CEIAG) as part of its inquiry and agreed that I should copy the Hansard of the briefing to the Committee for Education for its information.

The Hansard of the briefing will be available on the following link http://aims.niassembly.gov.uk/officialreport/minutesofevidence.aspx within the next five working days.

A copy of this transcript will also be uploaded into the project centre for the inquiry when available. The project centre can be accessed at the following links:

- http://sv-sp-01/ProjectCentre (Project Centre Link)
- http://sv-sp-01/ProjectCentre/CEIAG/ (Link to "Careers Education, Information, Advice and Guidance" project)

I would be grateful if you would bring this to the attention of the Committee.

Regards,

Cathie White
Committee Clerk

12 October 2012 - Correspondence to the Department of Education

Committee for Employment and Learning

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Committee for Employment and Learning

Veronica Bintley
Department of Education
Rathgael House
43 Balloo Road
Rathgill
Bangor BT19 7PR

12 October 2012

Dear Veronica,

At its meeting on 10 October 2012 the Committee for Employment and Learning received a joint briefing from the Department for Employment and Learning and the Department of Education on Careers Education, Information, Advice and Guidance as part of its Inquiry on the matter. The Committee agreed that I should write to you to request further information as a result of issues raised during the briefing:

- What guidance has been provided to teacher's on the entitlement framework in the last three years?
- Is the current strategy effective for engaging with parents?
- Details of which schools actively engaged with companies to provide relevant careers information, what forms this engagement takes and how often this interaction takes place.
- Details of teacher work placements in the last five years, specifically; how many teachers have taken up the opportunity of a work placement, the types of businesses involved and how long those placements lasted.
- Statistical information on the uptake of STEM subjects and the softer/peripheral subjects over the last 5 - 10 years as an indicator of the success of careers advice.

The Committee also agreed to forward to the Department a copy of the Hansard of the briefing for its information and comment. The Hansard of the briefing will be available on the following link http://aims.niassembly.gov.uk/officialreport/minutesofevidence.aspx within the next five working days.

Finally, the Chairperson has requested that the Department revisits its submission, after reviewing the Hansard transcript of the briefing, and provides information on what changes could be made to improve CEIAG to pupils and parents.

I should be grateful for a response by the 26 October 2012.

Yours sincerely,

Cathie White
Clerk to the Committee

12 October 2012 - Correspondence to the Department for Employment and Learning

Committee for Employment and Learning
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Fiona Stanley
DALO
Department for Employment and Learning
Adelaide House
39-49 Adelaide Street
Belfast BT2 8FD

12 October 2012

Dear Fiona,

At its meeting on 10 October 2012 the Committee for Employment and Learning received a joint briefing from the Department for Employment and Learning and the Department of Education on Careers Education, Information, Advice and Guidance as part of its Inquiry on the matter. The Committee agreed that I should write to you to request further information as a result of issues raised during the briefing:

- Statistics on the numbers of young people with special needs who have gained employment in the last three years.
- How effective is the Careers Service in its engagement with parents?
- Statistical information on the uptake of STEM subjects and the softer/peripheral subjects over the last 5 - 10 years as an indicator of the success of careers advice.
- What are the issues in relation to the 2% of schools not signed up to or availing of the Careers Service?
- Details of how careers advisers are kept up to date to enable them to deliver an effective and efficient service.

The Committee also agreed to forward to the Department a copy of the Hansard of the briefing for its information and comment. The Hansard of the briefing will be available on the following link http://aims.niassembly.gov.uk/officialreport/minutesofevidence.aspx within the next five working days.

Finally, the Chairperson has requested that the Department revisits its submission, after reviewing the Hansard transcript of the briefing, and provides information on what changes could be made to improve the Careers Service and send any additional information to help shape future policy.

I should be grateful for a response by the 26 October 2012.

Yours sincerely,

Cathie White
Clerk to the Committee

29 October 2012 - Correspondence from the Department for Employment and Learning

Department for
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and Learning
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Our Ref: COR/439/12

29 October 2012

Dear Cathie

You wrote to the Department on12 October seeking further information, following the joint briefing on 10 October, from the Department for Employment and Learning and the Department of Education, on Careers Education, Information, Advice and Guidance.

The Department's response is as follows:

1. **Statistics on the numbers of young people with special needs who have gained employment in the last three years.**

   Employment details of young people with special needs are provided in the Department of Education's school leavers' data. A summary of the figures for the last 3 years is attached.

2. **How effective is the Careers Service in its engagement with parents?**

   In the 2011/12 academic year the Careers Service attended 444 parents' events in 192 post primary schools (74% of schools with current partnership agreements - including special schools). This included engagement with parents from year 10 to 14 and year 15 for special schools. The main engagement is at years 10 and 12.

   In the same year careers advisers attended 980 transition plan meetings and 1546 annual review meetings for young people with special needs. These meetings are organised by the school principal and are usually attended by the parent and a range of relevant professionals.

   Preparing for Success highlights the role of parents in influencing and supporting career choice. It is important that parents are aware of current and

future job opportunities and understand how to support their children to make career choices which best suit their aptitudes and aspirations and also reflect the needs of the economy. The Careers Service is developing a guide for parents to support them in this role. The guide will include information on priory and emerging skills areas, options at years 10, 12 and 14, work experience and financial support. The guide should be available in hard copy at parents' events and online from December 2012.

3. **Statistical information on the uptake of STEM subjects and the softer/peripheral subjects over the last 5 - 10 years as an indicator of the success of careers advice.**

   I understand that the Department of Education is providing information on GCSE and A level subjects.

   Information on Higher Education enrolments by subject is attached.

   As several subject areas were renamed in 2000/01 and 2001/02, we have focused on the figures from 2002/03 onwards to ensure consistency. These show an increase in enrolments over the period from 2002/03 to 2010/11, as a whole, in the following subject areas: medicine & dentistry; subjects allied to medicine; biological sciences; veterinary science; agriculture & related subjects; physical sciences; mathematical sciences; engineering & technology; architecture, building & planning; social studies; law; mass communications & documentation; creative arts & design; and education. However, in recent years there has been a decrease in enrolments in: subjects allied to medicine; architecture, building & planning; and law.

   Enrolments have decreased over the period, as a whole, for computer science; business & administration studies and languages although there has been an increase in computer science and languages in recent years.

   Information on enrolments at FE Colleges by subject area from 2000/01 to 2010/11 is attached.

   Over the period, 2000/01 to 2010/11, there has been an increase in enrolments in the following subject areas: biological sciences; agriculture & related subjects; physical sciences; engineering & technology; architecture, building & planning; social studies; languages; humanities; creative arts & design; and education. However three of these subject areas - architecture, building & planning; languages; and humanities, showed a decrease in enrolments between 2008/09 and 2010/11. It should be noted that in 2009/10 enrolments at the FE Colleges peaked significantly, and it is considered somewhat of a "spike" year in terms of enrolments, with that year seeing an increase of 15% from the previous year (2008/09). .

   Essential skills numeracy and ICT enrolments are not recorded within the mathematics and computing science subject area. Thus it would appear that enrolments at the NI FE Colleges has actually decreased over the ten year period in this subject area. However including the essential skills enrolments

show that there has been an increase from 32,433 enrolments to 38,297 enrolments. Since the introduction of ICT and numeracy essential skills many of the courses originally delivered by Colleges in maths and computing at these levels have now been replaced by essential skills provision.

Enrolments have decreased over the period, as a whole, in: subjects allied to medicine; mathematics & computing; business & administration studies; mass communication & documentation and combined and general subjects.

Overall, increasing enrolments on STEM courses in HE, FE and Essential Skills contributed towards the attainment of the previous PfG STEM commitment of increasing by 5% the numbers studying STEM subjects in the post 16 cohort by 2011.

4. **What are the issues in relation to the 2% of schools not signed up to or availing of the Careers Service?**

In the 2011/12 academic year, of a potential 265 post primary schools (including independent and special schools), the Careers Service had a formal partnership agreement with 260 schools.

The five schools that have not signed agreements are:
Hilcroft Special School
Glencraig Special School
Camlough Independent Christian School
Moyolla Valley Independent School
Newtownabbey Christian School

Hilcroft is a special school for pupils with severe learning difficulties. The other four schools are independent and are not required to follow Department of Education guidance. The Careers Service is in discussion with Hilcroft and Glencraig to ensure that their pupils are able to avail of appropriate support with transition planning. The Careers Service will continue to make the other three schools aware of the services available, on an annual basis.

5. **Details of how careers advisers are kept up to date to enable them to deliver an effective and efficient service.**

The Department's careers advisers are professionally qualified and are members of the Institute of Careers Guidance. A requirement of this membership is adherence to the Institute's code of ethics which includes a commitment to continuous professional development and accountability for their actions and advice to the public.

Further to their professional qualification, the Department provides each careers adviser with at least 20 hours professional development activities per year to ensure that their knowledge and skills are up-to-date. These activities include information sessions on a range of issues including: current and future employment opportunities; priority and emerging skills requirements; recruitment processes; social inclusion policies and principles; graduate

development opportunities; and new initiatives within DEL, for example the Youth Employment Scheme, the NEETs Strategy, or the Higher Education Strategy. The University of Ulster has also provided refresher seminars on current developments and best practice in the provision of careers guidance to ensure that practitioners' skills are kept up-to-date. Careers advisers also have access to employer visits, for example through the "Engineers make it Happen" campaign.

The Careers Service is currently working in partnership with the Northern Ireland Schools and Colleges Careers Association (NISCA) on the design of the NISCA Annual Conference. For the first time, in November 2012, the Department's careers advisers will be invited to attend the NISCA Annual Conference and participate with careers teachers in a range of keynote and workshop events. The conference is expected to attract 130 teachers and 100 careers advisers.

Careers advisers use the Industry Factsheets which have been developed in conjunction with the Sector Skills Councils and receive regular briefing from the Sector Skills Councils and the Institute of Careers Guidance via email. This is supplemented by a Careers Service monthly newsletter which highlights key information. Careers advisers also undertake their own development through extensive reading, internet research and contact with training providers, colleges and universities.

In addition individual training and development needs are identified and addressed through the Department's performance management system.

The Chairperson also requested that the Department revisits its submission, after reviewing the Hansard transcript of the briefing, and provides information on what changes could be made to improve the Careers Service and send any additional information to help shape future policy.

'Preparing for Success' was developed jointly between the Department for Employment and Learning and Department of Education. The strategy identifies five key areas for development:

- Improving careers education;
- Improving access to careers information;
- Improving careers advice and guidance;
- Improving quality;
- Improving professional development.

The strategy is scheduled for review in 2014 and the Committee was provided with a progress report in July 2012. Implementation is progressing in all areas and the key areas where the Department has a particular focus are:

Harnessing labour market information – this is being taken forward as a project under the Skills Strategy and involves enhancement of the Careers Service website and increased use of technology;

Increasing access for young people – this is progressing with support from the Department of Education who have recently written to schools. In addition careers

managers have contacted school principals where access to pupils is relatively low. This is being closely monitored at a senior level;

Increasing access for adults in work who require advice on upskilling – the Careers Service has extended opening hours in the Careers Resource Centre on a pilot basis to provide access to careers guidance for working adults who are unable to avail of services during normal working hours;

Providing support for parents – the Careers Service is finalising a guide for parents which will be available in hard copy at parents' events and online;

Measuring impact - measuring the impact of careers guidance is recognised nationally and internationally as a difficult issue. The Careers Service is actively engaged with the European Lifelong Guidance Policy Network, UK Governments' Careers Policy Forum and the Department's Analytical Services to progress this issue. The Careers Service continues to measure activity and soft outcomes through customer feedback and publishes an annual report. The 2011/12 annual report is attached

The report shows that:

- 98% of clients felt they knew more about their next steps into education/training or employment following a careers guidance interview;
- 98% were very satisfied or satisfied with the action plans they developed;
- 96% felt they could move forward with their career plan;
- 97% felt more confident about their career decision making.

Improving quality – the Careers Service has committed to achieve matrix accreditation by March 2013 and plans are progressing. This will enable the Service to demonstrate quality in leadership and management, resources, service delivery and continuous quality improvement.

The Department would welcome the Committee's views on these issues.

Yours sincerely,

FIONA STANLEY
Departmental Assembly Liaison Officer

Destination of School Leavers by SEN 2008/09

	Leavers without SEN		Leavers with SEN stage 1 and 2		Leavers with SEN stage 3		Leavers with SEN stage 4 and 5		Total Leavers	
	Number	%	Number	%	Number	%	Number	%	Number	%
Institution of Higher Education	9474	48.2	391	16.5	59	10.4	61	9.1	9985	42.9
Institution of Further Education	6126	31.1	960	40.4	213	37.7	253	37.9	7552	32.4
Employment	1279	6.5	193	8.1	45	8.0	38	5.7	1555	6.7
Training	1913	9.7	643	27.1	159	28.1	247	37.0	2962	12.7
Unemployment	495	2.5	119	5.0	64	11.3	50	7.5	728	3.1
Unknown	382	1.9	68	2.9	25	4.4	19	2.8	494	2.1
Total	19669		2374		565		668		23276	

Destination of School Leavers by SEN 2009/10

	Leavers without SEN		Leavers with SEN stage 1 and 2		Leavers with SEN stage 3		Leavers with SEN stage 4 and 5		Total Leavers	
	Number	%	Number	%	Number	%	Number	%	Number	%
Institution of Higher Education	9067	47.6	431	17.7	73	12.2	52	7.2	9623	42.2
Institution of Further Education	6030	31.6	1009	41.3	218	36.4	293	40.4	7550	33.1
Employment	1311	6.9	191	7.8	44	7.3	48	6.6	1594	7.0
Training	1669	8.8	579	23.7	183	30.6	260	35.8	2691	11.8
Unemployment	563	3.0	152	6.2	48	8.0	52	7.2	815	3.6
Unknown	420	2.2	79	3.2	33	5.5	21	2.9	553	2.4
Total	19060	100.0	2441	100.0	599	100.0	726	100.0	22826	100.0

Destination of School Leavers by SEN 2010/11

	Leavers without SEN		Leavers with SEN stage 1 and 2		Leavers with SEN stage 3		Leavers with SEN stage 4 and 5		Total Leavers	
	Number	%	Number	%	Number	%	Number	%	Number	%
Institution of Higher Education	9048	47.6	466	17.9	90	12.8	59	7.1	9663	41.7
Institution of Further Education	5879	30.9	1109	42.6	239	34.0	313	37.6	7540	32.6
Employment	1244	6.5	187	7.2	52	7.4	45	5.4	1528	6.6
Training	1860	9.8	638	24.5	202	28.8	339	40.7	3039	13.1
Unemployment	622	3.3	129	5.0	81	11.5	58	7.0	890	3.8
Unknown	370	1.9	73	2.8	38	5.4	19	2.3	500	2.2
Total	19023	100.0	2602	100.0	702	100.0	833	100.0	23160	100.0

Data excludes special and independent schools

Source: Department of Education School Leavers Survey

All Domiciled student enrolments at UK HEIs by subject area from 2000/01 to 2010/11

Table 1: All Domiciled student enrolments at UK HEIs by subject area 2000/01

	Year
Subject	2000/01
Medicine & dentistry	1880
Subjects allied to medicine	3160
Biological sciences	3210
Veterinary sciences	105
Agriculture & related subjects	525
Physical sciences	1765
Mathematical sciences and informatics	990
Information technology	3845
Engineering and technology	3850
Architecture	1955
Social studies	4250
Law	2580
Business and administrative studies	5960
Mass communications and documentation	845
Linguistics and related disciplines	2740
Humanities	1630
Creative arts	2960
Education	4670
Combined	3,495
Total	54,365

Table 2: All Domiciled student enrolments at UK HEIs by subjects area 2001/02

	Year
Subject	2001/02
[1] Medicine & dentistry	1830
[2] Subjects allied to medicine	3615
[3] Biological sciences	3720
[4] Veterinary science	105
[5] Agriculture & related subjects	445
[6] Physical sciences	1815
[7] Mathematical sciences	545
[8] Computer science	4995
[9] Engineering and technology	3905
[A] Architecture, building & planning	1910
[B] Social, economic & political studies	5370
[C] Law	2690
[D] Business & Administrative studies	7455
[E] Librarianship & information science	600
[F] Languages	3165
[G] Humanities	1760
[H] Creative arts & design	2235
[I] Education	6035
[J] Combined or mixed undergraduate	1825
Total	66,950

Table 3: All Domiciled student enrolments at UK HEIs by subject area from 2002/03 to 2010/11

	Year								
Subject	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Medicine & dentistry	1960	2115	2280	2005	2065	2,020	2,005	2,080	2,095
Subjects allied to medicine	8720	9870	10510	10930	9280	9,045	8,230	9,470	8,990
Biological sciences	3595	3875	4190	4225	4365	4,165	4,015	4,170	4,045
Veterinary sciences	95	105	120	130	135	150	160	150	150
Agriculture & related subjects	395	475	445	570	515	560	660	585	665
Physical sciences	1730	1910	2075	2180	2100	2,140	2,245	2,270	2,310
Mathematical sciences	705	675	740	725	740	710	725	725	780
Computer science	4685	4450	4205	3795	3840	3,080	2,850	3,155	3,430
Engineering & technology	3675	3980	3835	3470	3210	3,225	3,100	3,445	3,870
Architecture, building & planning	1940	2105	2330	2025	2070	1,840	1,945	2,090	2,025
Social studies	5000	5160	5320	5500	5500	5,270	5,140	5,655	5,660
Law	2105	2515	2740	2740	2770	2,955	3,205	3,325	3,100
Business & administrative studies	6885	8585	8870	8005	7975	7,895	7,525	8,650	8,370
Mass communications and documentation	1025	1045	1060	1025	1105	1,255	1,190	1,430	1,480
Languages	3625	4145	4095	4195	3845	3,835	3,725	3,730	3,785
Historical and philosophical studies	2370	2515	2720	2700	2715	2,550	2,115	2,640	2,100
Creative arts & design	2640	2945	3020	3065	2945	2,850	2,745	3,080	3,025
Education	4805	5920	5940	6040	5830	6,165	6,795	6,660	7,105
Combined	3575	1340	1985	1215	1190	3,380	1,625	1,835	1,700
Total	66,950	69,300	70,600	69,720	69,015	69,360	67,300	74,050	73,350

Source: HESA

Notes:

1) Figures have been rounded to the nearest 5 and therefore may not sum to totals

2) Several subjects were renamed between 2002/03 and 2003/04 (see note 15 in the following link - http://www.hesa.ac.uk/index.php/content/view/1/1/)

3) A new common subject coding system (JACS3) was introduced for the 2012/13 academic year. Subject areas look similar and are closely related to the previous method of coding subjects but are not identical (see note 14 in the following link - http://www.hesa.ac.uk/index.php/content/view/2003/1/).

Professional and Technical Enrolments at NI FE Colleges by Subject Area (2000/01 - 2010/11)											
Subject Area	**2000/01**	**2001/02**	**2002/03**	**2003/04**	**2004/05**	**2005/06**	**2006/07**	**2007/08**	**2008/09**	**2009/10**	**2010/11**
Medicine & Dentistry	64	56	73	83	52	30	33	12			
Allied to Medicine	5,905	4,877	5,706	5,943	6,065	5,743	5,021	4,476	4,279	3,160	2,975
Biological Sciences	62	36	47	771	873	1,053	949	783	961	1,092	978
Agriculture & Related	2,273	2,427	3,041	3,925	3,832	3,737	3,942	2,716	3,082	3,903	3,745
Physical Sciences	371	298	336	1,317	1,518	1,594	1,660	1,012	1,058	1,280	1,236
Mathematics & Computing Science	32,433	26,506	26,661	26,957	25,529	22,668	20,815	15,671	15,563	13,928	14,888
Engineering & Technology	9,846	9,596	9,086	8,130	8,242	8,043	8,653	9,124	10,396	10,715	10,412
Architecture, Building & Planning	7,411	8,256	9,253	11,453	12,928	12,475	14,058	12,369	10,313	9,628	9,337
Social Studies	6,319	7,000	8,203	11,036	11,539	11,354	10,999	10,457	10,506	11,724	11,599
Business & Administration Studies	29,758	26,068	26,333	26,679	26,289	23,822	22,327	20,815	18,869	20,228	18,708
Mass Communications &	1,384	1,325	1,229	1,348	1,240	1,703	1,715	1,439	1,434	1,576	1,182
Languages etc.	3,218	3,501	4,776	8,421	10,491	12,405	15,726	13,220	13,510	12,904	9,557
Humanities			95	713	1,021	1,128	743	612	772	930	725
Creative Arts & Design	7,365	7,595	11,636	10,722	12,921	13,527	15,265	12,877	12,913	15,478	14,369
Education	5,880	6,940	10,118	9,531	10,429	11,306	12,013	12,687	14,164	17,781	17,232
Combined & General	18,455	17,176	19,490	11,702	12,459	12,545	11,064	15,552	13,690	18,107	15,073
CCEA Essential Skills Numeracy			1,428	1,813	2,896	5,056	6,082	7,864	9,501	11,286	12,128
CCEA Essential Skills ICT							221	414	1,475	9,630	11,281
Total	**130,744**	**121,657**	**137,511**	**140,544**	**148,324**	**148,189**	**151,286**	**142,100**	**142,486**	**163,350**	**155,425**
Source: FESR											
Subject areas defined by charone											
Essential Skills Numeracy & ICT defined by qualaims 961 & 962											

Hobby & Leisure Enrolments at NI FE Colleges (2000/01 - 2010/11)										
2000/01	**2001/02**	**2002/03**	**2003/04**	**2004/05**	**2005/06**	**2006/07**	**2007/08**	**2008/09**	**2009/10**	**2010/11**
72,420	75,070	62,924	71,998	74,688	73,926	55,457	38,012	34,296	36,227	31,045
Hobby & Leisure defined by qualaim 999										

Department for
Employment
and Learning
www.delni.gov.uk

Careers Service

Annual Report 2011-12

Aim of the Careers Service:

"To deliver an effective, impartial and professional careers service to help people realise their career aspirations, enabling them to contribute positively to their community and to the NI economy"

www.nidirect.gov.uk/careers ☎ **0300 200 7820**

What People say about the Careers Service

"I have found the expertise of the careers adviser invaluable and have already recommended the service to others."

Redundant Adult, Bangor

"The careers advice I received was fantastic. I wasn't even sure that I could re-apply for university. Without the knowledge and skills I learned at university, I would never have had the confidence to start my own business. I owe all that to the excellent careers advice I received".

Adult Client, Derry

"Hi, just got an email to say I got the internship with the BBC! Absolutely delighted! Big part of getting it was down to you so thanks again, appreciated your help a lot"

Student, Belfast

"I have already recommended the Careers Service to other family members I have found their expertise invaluable. "

Adult Client, Magherafelt

Who we help and what we provide

The Careers Service is an integral part of the Department for Employment and Learning (DEL) and provides an impartial, careers information, advice and guidance service to clients of all ages and abilities throughout Northern Ireland. This service is available to everyone whether they are employed, unemployed, in training or in education, including students in schools and further and higher education. Professionally qualified careers advisers are based in Careers Resource Centres, JobCentres and Jobs and Benefits Offices throughout Northern Ireland.

The Careers Service assists those who are:

- Looking for education/training/employment opportunities
- Thinking of changing job or career direction
- Ready for a new challenge
- Thinking of starting their own business
- Unsure what career might suit them
- Looking for information on a particular career
- Unsure of how to plan their next step

The Careers Service provides:

- Impartial careers information, advice and guidance
- Information about labour market trends and future job opportunities
- Help with CVs; mock interviews and application forms
- Information on Post Graduate opportunities; working overseas and vacation/voluntary work

SUMMARY OF KEY ACHIEVEMENTS – 2011/12

- Total of 52,663 clients received an individual careers guidance interview
- 36,971 young people received an individual careers guidance interview, an increase of 6% from 2010/11
- 15,692 adults received an individual careers guidance interview, an increase of 81% from 2010/11
- Careers Resource Centre at Richmond Chambers in Londonderry was reaccredited with the **matrix** Standard, which is the national quality standard for Information, Advice and Guidance
- 98% of young people felt they knew more about their next steps following their guidance interview with a careers adviser
- New look careers website launched www.nidirect.gov.uk/careers
- Careers Service moved to a single contact number – 0300 200 7820
- Continued focus on professional development (average 8 days per adviser). New NVQ 3 piloted with support staff
- Minister Farry opened a new Careers Resource Centre in Dungannon
- Careers Offices in Downpatrick and Bangor refurbished
- 78% of all year 12 pupils in schools interviewed by a careers adviser (academic year 2010/11)[1]
- Careers Advisers provided careers guidance services to over 5,000 Training for Success trainees.

[1] Careers Service work in schools is monitored on an academic year basis from September to August

Preparing for Success

Preparing for Success, the Careers Education, Information, Advice and Guidance Strategy (CEIAG) and Implementation Plan, was published jointly by Department of Education (DE) and DEL in January 2009. Its aim is "to develop effective career decision makers leading to increased and appropriate participation in education, training and employment."

The strategy has been developed around five key themes: improving careers education, improving access to careers information, improving careers advice and guidance, improving quality and improving professional development. Implementation is overseen by the Careers Steering Group which includes representatives from DEL, DE, Department of Enterprise Trade and Investment (DETI), Education and Training Inspectorate and the Business Alliance. During the year membership was expanded to widen stakeholder involvement and now includes representatives from schools, colleges and universities.

The key milestones during 2011/12 include:

- The Careers Resource Centre in Londonderry (Richmond Chambers) was re-accredited with the **matrix** quality standard for careers guidance
- Careers Guidance Interviews with adults increased by 81% since 2010/2011
- A careers conference for leaders in schools and further education colleges was held at Greenmount College in June 2011. The aim of the event was to engage with key stakeholders, highlight the importance of effective career decision making and to raise awareness of alternative routes to success
- A careers information hub has been developed in partnership with nidirect and work is progressing in the following areas:
  - Website review and maintenance
  - Software procurement
  - Exploring the use of telephone helpline and social media
- Office refurbishments have taken place in Dungannon, Downpatrick and Bangor
- Careers Service signage has been completed in DEL facilities.

All In A Year's Work

✓ **Quality Award for the Careers Resource Centre at Richmond Chambers**

Pictured: ***Careers staff at Richmond Chambers, Londonderry with the prestigious Matrix Quality Standard Award which they have achieved for the 3rd time.***

In May 2011 the Careers Resource Centre at Richmond Chambers in Londonderry was reaccredited with the **matrix** Standard, which is the national quality standard for Information, Advice and Guidance (IAG) Services.

The Careers Resource Centre first attained this award in 2004 and has held it consistently since.

The assessor commented: *"The dedicated team of staff provided a professional service to meet individual needs, and those interviewed during Assessment described how access to this service had impacted on their career choices or job prospects."*

The Careers Resource Centre caller traffic has increased year on year since it's opening in 2002 and last year the Centre provided careers services to over 10,000 clients. Clients can access information, advice and guidance in relation to education, training and employment opportunities. Support can also be provided with job-search, interviews and compiling CVs. The Centre hosts a JobCentre kiosk with details of vacancies and two computers for public internet use.

✓ National Vocational Qualification (NVQ) in Advice & Guidance

New National Occupational Standards and new qualifications have been developed at levels 3, 4 and 6 in careers advice and guidance. 8 Careers Service support staff successfully completed the NVQ 3 Advice and Guidance which has further developed their ability to support clients to make use of the advice and guidance service.

✓ New Website

During the year the Careers Service worked in partnership with nidirect, the official Government website for Northern Ireland to revise and update the Careers website. The new look careers website www.nidirect.gov.uk/careers was launched with nidirect in August 2011.

The careers website provides a range of information on education and training, career planning, careers events, information on occupations and current and future labour market trends. The site also offers a number of career matching software tools which will enable users to match their interests and abilities to jobs, while researching over 1800 job titles. The Careers Service and nidirect will continue to maintain and develop the website in 2012/2013.

In 2011/12 the website registered 158,276 visits, an increase of 52% (53,916) on the 2010/11 figures.

✓ Single Telephone Number 0300 200 7820

In the 2011/12 business year the Careers Service moved to a single contact telephone number (0300 200 7820) using nidirect telephony services. The aim is to make it easier for customers and stakeholders to contact the Careers Service. Since 1 August 2011 nidirect transferred over 4,300 telephone calls from customers to careers offices throughout Northern Ireland.

✓ Industry Factsheets

In May 2011, the Careers Service in partnership with the Alliance of Sector Skills Councils and the Department's Analytical Services team refreshed all 25 Industry Factsheets. The Industry Factsheets provide details of a variety of occupations, information on job prospects, relevant skills, entry requirements, highlight current vacancies and skills shortages within each Sector Skills area. The Industry Factsheets are available on the Careers Service website www.nidirect.gov.uk/careers.

✓ Media and Marketing Work

The Careers Service works in partnership with the Department's Communications Team to promote and highlight the availability of an impartial careers information, advice and guidance service to clients at key decision points throughout their lifetime.

2011/12 was extremely successful with the publication of over 200 media articles. The Post Results Service campaign initiated intensive media activity with a total of over 40 radio and TV interviews broadcast.

✓ International Engagement

To support our work in the provision and continuous improvement of high quality guidance services, the Careers Service engages in relevant international events and networks. The aim is to learn from and share best practice to shape careers policy and practice at an international level.

The Careers Service is a member of the UK team participating in the European Lifelong Guidance Policy Network (ELGPN). The main function of the network is to assist the national authorities to implement the recommendations of European Council Resolutions and Conclusions pertaining to lifelong guidance through EU collaborative activity and, in so doing, to enhance national policy and systems development. The UK team is particularly interested in the work packages relating to careers management skills, access and quality/impact.

The Careers Service has contributed significantly to the development of the ELGPN Quality Assurance Framework: Evidence and Impact, measuring 5 key aspects:

- Practitioner competence
- Citizen/user involvement
- Service provision and improvement
- Cost benefits to society
- Cost benefits to individuals

The framework is due to be finalised in the coming months and will be included in the ELGPN Resource Kit for Policy Makers which is due to be published in October 2012.

The Careers Service was also represented at the 6th International Symposium on Career Development and Public Policy which was held in Budapest in December 2011. The symposium aimed to build closer dialogues and linkages between career guidance policy makers in the fields of education, employment, economic development and social inclusion, and with strategic professional leaders and researchers. The event was attended by 127 participants from 31 countries.

Careers Events

- ***Education & Career Decisions – Routes to Employment & Social Engagement Conference***

In June 2011 DEL and DE organised a joint conference for leaders in schools and further education colleges. The event, which was held at Greenmount College, was jointly opened by Dr Stephen Farry, Minister for Employment and Learning, and John O'Dowd, Minister of Education. The aim was to engage with key stakeholders, highlight the importance of effective career decision making and to raise the awareness of alternative routes to success.

Over 120 participants were updated on the progress of the implementation of "Preparing for Success" and gained an overview of the current economic climate and future projections. They also heard an employer's perspective, listened to the voice of a young entrepreneur and the 2010 Apprentice of the Year Winner about alternative routes to success.

Pictured at the Event: Dr Stephen Farry, DEL Minister; Judith Shaw & Frances O'Hara,

- ***Universities & Colleges Admissions Service (UCAS) Higher Education Convention 2011***

The Northern Ireland UCAS Higher Education Convention took place at the King's Hall, Belfast in March 2012. The annual convention is organised in partnership with UCAS and DEL's Careers Service. It is aimed mainly at students in year 13 and those in further education and is the largest higher education exhibition in Northern Ireland.

This year 127 exhibitors took part representing the majority of UK universities and colleges, a number of colleges and universities from the Republic of Ireland, GAP Year organisations, student support services, professional bodies, student travel firms and the Student Loan Company. 8,500 students from 98 schools attended this year's event.
The Careers Service organised individual seminars across a number of subjects including 5 new areas:
- Careers in Agri-food sector
- Studying in Europe
- Green careers/sustainable energy
- Journalism & Media
- Higher opportunities in further education colleges

- ***Balmoral Show***

The Annual Balmoral Show was held at the King's Hall, Belfast in May 2011. The overall theme was 'Delivering change ... Meeting challenges' and DEL was one of a number of Government Departments and agencies in attendance. An estimated 70,000 visitors attended the show with many availing of the careers information advice and guidance on offer at the Careers Service stand.

Working in Partnership

The Careers Service has Partnership Agreements with 98% of post primary schools in Northern Ireland, Regional Colleges of further education and training suppliers. These agreements help to support access to young people particularly in year 10 and 12 and provide effective referral arrangements for people in training and further education. During the 2010/11 academic year 78% of year 12 pupils received a one to one guidance interview and over 5,000 Training for Success trainees received careers guidance services.

In addition the Careers Service works with a range of partner organisations including the Health and Social Care Board, the Youth Justice Agency, Social Services, Youth Service and Education Welfare Service to ensure that clients are able to avail of appropriate careers guidance services.

The Careers Service is also actively involved in local Area Learning Communities (ALC) with careers teachers and staff from the Education Library Board. This has generated a better understanding of individual roles and responsibilities.

EGSA

DEL continues to fund the provision of a niche suite of outreach careers services to adults in Neighbourhood Renewal Areas, delivered by the Educational Guidance Service for Adults. The funding provided also includes service provision to employees facing redundancy.

University of Ulster
Postgraduate Diploma in Careers Guidance

The Careers Service works in partnership with the University of Ulster (UU) to provide work based learning (WBL) and assessment for students working towards the Postgraduate Diploma in Careers Guidance. Fourteen students commenced study in September 2011 which included two days per week and two further week long WBL placements within the Careers Service.

During this academic year the UU Postgraduate Diploma in Careers Guidance was successfully revalidated.

What our Partners say about the Careers Service

"The Education Welfare Service values highly its working relationship with the Careers Service. Individual officers from both services have been able to work at a local level to enhance the support given to young people as they plan for the future. The knowledge and expertise that careers advisers bring to any young person that we work with has proven inestimable and constantly reaffirms the value to us of working in partnership with other professionals ."

Education Welfare Officer, WELB

"Through our partnership working with the Careers Service we know and are assured that every young person in care is receiving essential and comprehensive careers information, advice and guidance on a day to day basis."

Social Care Commissioning Lead for Children & Families

Social Care & Children's Directorate

"A key feature of the programme was the integration of work-based learning with University-based teaching"

Revalidation Panel, University of Ulster

Working with Young People

The Careers Service continues to offer support to young people in school, training and further education, encouraging them to evaluate their personal circumstances and aspirations, explore labour market trends and consider the wide range of options available, in order to achieve their full potential.

Work with the NEET client group (young people not in education, employment and training) is a core element of careers advisers work, with the key purpose of helping this client group access appropriate education, training or employment opportunities. The Careers Service is committed to the interdepartmental strategy, 'Pathways to Success', and has participated in a research project examining the possibility of developing a tracking system for individual young people who are NEET. Operationally our commitment to this area of work includes a careers adviser supporting each client in their career decision making on a case managed basis until their 18th birthday.

Case Study

University dream becomes a reality, thanks to DEL's Careers Service

A young sportsman was unsuccessful in gaining a full time university place he contacted his local careers office. The careers adviser made him aware of all his options and advised him about the part time degree course in Sports Coaching. This would also allow him more time to dedicate to his intensive training schedule. He started the course in September 2011 and is progressing well with both his studies and his chosen sport.

The client said: *"Without the guidance of the careers adviser I may not have been afforded the opportunity to embark on the exciting journey of going to university to study towards becoming a Professional Sports Coach."*

Working with Adults

The Careers Service promotes the benefits of lifelong learning and works in partnership with DEL's Employment Service to ensure that their clients are aware of the services available and are referred appropriately. As a result of this work and other marketing initiatives, 15,692 adults availed of a careers guidance interview in 2011/12. This is an increase of 81% on the previous year. Of these, approximately 5,500 interviews were with clients who were unemployed.

Case Studies

Help for Redundant Adult

An administrative assistant was made redundant from her job after 19 years and she had no idea of what to do. Worried that she would not find a new job in a very competitive market, a friend recommended the Careers Service. After talking through her situation she was given advice on how to update her CV and how to use Careers Service website. She forwarded her updated CV to employers and was offered two interviews. Although delighted, she lacked confidence and spoke once again with the careers adviser who arranged a mock interview. With growing confidence in her own ability she attended both interviews and was successful.

The client commented: *"I have found the expertise of the careers adviser invaluable and have already recommended the service to others."*

The Facts

Individual career guidance interviews:

	Financial Year 2010/11	Financial Year 2011/12	Increase	% Increase
Young People	34,801	36,971	2,170	6%
Adults	8,677	15,692	7,015	81%
Total	43,478	52,663	9,185	21%

Partnership Agreements, detailing the services agreed in each school, are in place with 259 post primary schools (including special, independent and hospital schools).

The Careers Service interviewed 18,941 year 12 pupils during the 2010/11 academic year[2], providing them with a tailored service prior to them making decisions on their career path.

Have we made an impact?

Client satisfaction surveys are conducted to track progress and measure the quality of our service. The survey for young people showed that:

- 98% of respondents felt they knew more about their next steps into education/training or employment following a careers guidance interview
- 98% were very satisfied or satisfied with the action plans they developed
- 96% felt they could move forward with their career plan
- 97% felt more confident about their career decision making.

[2] Careers Service work in schools is monitored on an academic year basis September to August

Staff Development

- ***Professional Development***

As part of its ongoing commitment to continuous professional development (CPD), the Department continues to pay professional membership fees to the Institute of Careers Guidance (ICG) for careers advisers and managers. ICG is the largest professional association for career guidance practitioners in the UK.

The importance attached to CPD by the Careers Service is further demonstrated by the number of days allocated to training. In 2011/12 each careers adviser engaged in an average of 8 CPD days. The key areas covered included recruitment processes and procedures, using labour market information in the guidance process, theories of guidance and social inclusion policy and practice. Careers advisers also attended Open Days at various educational establishments and some also participated in working groups for media and resources.

Accommodation

Roll-out of Careers Resource Centre model

Building on the existing provision in Belfast and Londonderry Minister Farry opened a new Careers Resource Centre in Dungannon in June 2011. Careers offices in Bangor and Downpatrick were also refurbished and Careers Service signage has been improved in a further 19 JobCentres/ Jobs and Benefits Offices.

Finance

The Careers Service spend for the 2011/12 financial year was £5,523,166 which includes both salary and programme costs.

Careers Service Staff

At 31 March 2012 there were a total of 182 members of staff in the Careers Service. 33.5% of staff work on a reduced hours basis bringing the full-time equivalency to a total of 164.45. Staff in post at the end of March 2012 was as follows:

Careers Service Operations

Grade	Staff in post - Full Time Equivalency (FTE)	Number of staff
Head of Careers Service Operations	1	1
Deputy Heads of Careers Service Operations	3	3
Careers Managers	12	12
Careers Advisers	101.11*	112
Careers Support Staff	37	42
Total	**154.11**	**170**

*includes 2 staff on loan to the Careers Policy and Strategy team

Careers Policy and Strategy

Grade	Staff in post - Full Time Equivalency (FTE)	Number of staff
Head of Careers Policy & Strategy	1	1
Deputy Heads of Operations, Policy & Strategy	1.95	2
Careers Managers	3	3
Careers Information Officers	2.39	4
Careers Policy and Strategy Support Staff	2	2
Total	**10.34**	**12**

Future Developments

- **Quality**

Building on the success of the Careers Resource Centre in Londonderry, the Department has commitment to achieve matrix accreditation for the Careers Service as a whole by April 2013. This will help to embed a culture of quality and continuous improvement and will provide external validation.

- **Helping Adults to upskill**

The Careers Service has a role to play in helping prepare the existing workforce to ensure they are appropriately skilled to meet future needs of the economy. As part of this the Ann Street Resource Centre will pilot extended opening hours to accommodate those people who may have difficulty accessing the service during the normal working week

- **Helping the unemployed find work**

Working closely with the Department's Employment Service will be an important future development. In the current economic down-turn and with the introduction of the Universal Credit, it is important that those looking for work have ready access to the support and guidance that careers advisers can provide to help them find and sustain employment.

- **Labour Market Information**

As part of the 'Success through Skills - Transforming Futures' implementation plan, the careers service is leading a project, 'Harnessing Labour Market Information' .The aim of the project is to 'improve access to and facilitate the effective use of clear and up-to-date labour market information.' This will include information on current and projected skills shortages and opportunities. Research commenced in April 2012 and the Careers Service will take forward the findings during the 2012 / 2013 financial year.

- **Partnership**

The Careers Service plans to further enhance their work with partner organisations particularly in relation to young people not in education, training or employment.

- **Parents**

Parents are recognised as having a key influence on young people's career decisions. Work is being progressed to develop materials to support parents in this important role.

- **Impact Measurement**

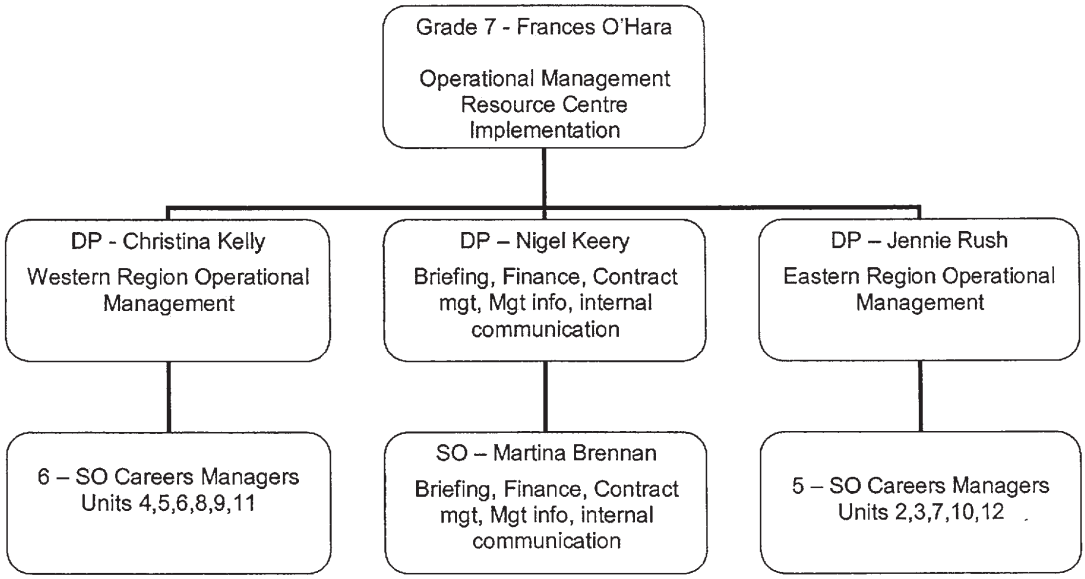
The Careers Service plans to trial the European Lifelong Learning Policy Network Quality Framework which will be published in autumn 2012.

- **Improving Access**

The Careers Service provides a universal service, available to all, irrespective of age or employment status. We appreciate that we need to ensure that people are aware of this and can access our service in a way that suits their needs. Further work will be carried out in 2012/13 to explore additional access channels including text messaging and social media.

APPENDIX A

Careers Service Operations

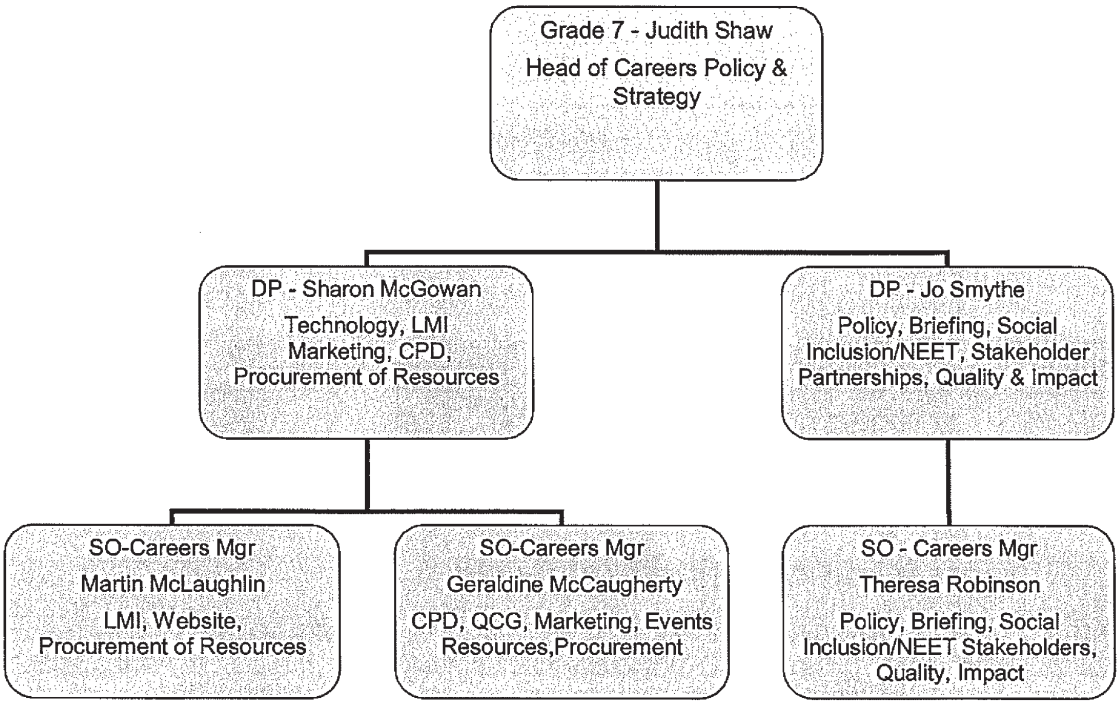


CAREERS SERVICE UNITS OF MANAGEMENT

UNIT	OFFICE LOCATIONS	MANAGER
2	Belfast - Ann Street	Angela Rooney
3	Gloucester House	Terry O'Hanlon
4	Antrim/Cookstown/Magherafelt	Siobhan McKenna
5	Ballymena/Carrickfergus/Larne	George Adams
6	Ballymoney/Coleraine/Limavady	Joanne McKinney
7	Bangor/Ballynahinch/Newtownards	Margaret Magennis
8	Armagh/Dungannon/Portadown	Nuala McKenna
9	Enniskillen/Omagh/Strabane	Jo Boyle
10	Banbridge/Lisburn/Lurgan	Patricia Frazer
11	Londonderry - Richmond Chambers	Mary Hegarty
12	Downpatrick/Newcastle/Newry	Johnny Nolan

APPENDIX B

Careers Policy & Strategy



7 November 2012 - Correspondence from the Department of Education

Department of
Education
www.deni.gov.uk
AN ROINN
Oideachais
MÄNNYSTRIE O
Lear

Cathie White
Clerk to the Committee for Employment and Learning
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Rathgael House
43 Balloo Road
Rathgill
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BT19 7PR

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Fax No: (028) 9127 9100

Email: veronica.bintley@deni.gov.uk

7 November 2012

Dear Cathie

DEL CEIAG INQUIRY: REQUEST FOR FURTHER INFORMATION FROM DEPARTMENT OF EDUCATION

Thank you for your letter of 12 October 2012. You requested some further information from the Department of Education, following the oral briefing session by both DE and DEL officials on 10 October 2012, as part of the DEL Committee's inquiry into Careers Education, Information, Advice and Guidance.

The Department's response is as follows to the questions raised.

1. What guidance has been provided to teacher's on the entitlement framework in the last three years?

Links to the annual guidance on the entitlement framework which issued to schools over the past three years can be found at:

2012/13 Funding Guidance http://www.deni.gov.uk/microsoft_word_-_14-19_cet_guidance_2012_13_v2.pdf

2011/12 Funding Guidance http://www.deni.gov.uk/de_circular_2011-09_entitlement_framework_guidance.pdf

2010/11 Funding Guidance http://www.deni.gov.uk/circular_2010-13_-_ef_guidance_english_version.pdf is the cover page with Annex "Guidance for Schools on the Next Phase of Implementation" at http://www.deni.gov.uk/entitlement_framework_2010-11_guidance_-_english_version__193kb_-5.pdf

[redacted]

INVESTORS IN PEOPLE

2. Is the current strategy effective for engaging with parents?

The strategy recognises the important and influencing role of parents and an associated action within the implementation plan on parental involvement is being led by DEL.

Departmental officials are not aware of any correspondence to the Department nor any issues of concern having been raised by parents about the effectiveness of the current strategy.

It is important that parents are encouraged to aspire to a better education and future for their children. Parental involvement and encouragement, no matter how small, can have a direct and long –lasting effect on a child's educational achievements. It must be made clear to parents that no matter who you are, no matter what your background, your child can achieve educationally and improve his or her large chances.

That is why the Minister of Education has launched the *Education Works* advertising campaign which aims to inform and engage all parents, but in particular those from the most disadvantaged backgrounds, to become more engaged in their child's education. It will achieve this by providing parents with consistent, authoritative information on schooling and the steps they can take to support their child in achieving good educational outcomes.

Parents can also be involved in the inspection process through the questionnaires that are completed by a sample of parents prior to inspection. Their views are sought on a range of issues including CEIAG. The main findings of the questionnaire responses are reported back to the Principal and the Governing Body as an integral part of the inspection.

Of course schools communicate with parents through newsletters, websites and other technology to keep them engaged and informed about their child's education and hold events such as parent's evenings and choices interviews. In addition, parents will be aware that career management is part of the statutory curriculum.

3. Details of which schools actively engaged with companies to provide relevant careers information, what forms this engagement takes and how often this interaction takes place.

The Department does not formally record this information. However, schools have been asked, as a result of the DEL Committee's request for information. Returns from all schools have not yet been received. Rather the delay the entire response, I will write again when the information is received.

The Department is currently exploring, with the assistance of Business Alliance, how best employer engagement with schools and employer awareness of CEIAG can be measured.

4. Details of teacher work placements in the last five years, specifically; how many teachers have taken up the opportunity of a work placement, the types of businesses involved and how long those placements lasted?

Through annual funding provided by DE via its STEM budget, teachers have benefited from a variety of initiatives to enhance their knowledge and understanding of the science, technology and engineering sectors; the type of career opportunities available both now and in the future; and the key skill requirements employers are looking for.

Teacher into Industry Programme

Since 2008, as part of the Department's STEM CEIAG work, the Department has funded Education and Library Boards to arrange and facilitate the participation of approximately 200 teachers in three cohorts of a Teacher into Industry programme. This is an eight-day programme which includes one day preparation, five days in business/industry, one day resource development and one day debrief. A wide range of companies have been involved in supporting this e.g. Maydown Precision Engineering; Seagate; Paramercia; All-Pipe Engineering Limited; Whale Pumps; Crossgar Food Service; Dale Farm; Food Standards Agency; NI Water Service; Translink etc.

This programme has resulted in the establishment and strengthening of links with local employers; the production of original learning and teaching resources; the sourcing of a range of relevant materials for use in the classroom; raising awareness amongst a range of STEM teachers as to potential career pathways related to their specialism; the sharing of good practice between participants; school-based sharing of experiences; and a greater recognition amongst Principals of the value of Teacher Placements.

During the period 2006-2008, the Department also funded the Council for the Curriculum , Examinations and Assessment (CCEA) to organise and run a **teacher placement scheme,** which provided three day placements into industry involving a total of 29 teachers.

Teacher Insight Events

Since 2009, CCEA has delivered a series of one day Teacher Insight Events involving various employers which are specifically tailored to the Learning for Life and Work and STEM curriculum agendas. Since 2009, twelve events have been held involving 248 teachers overall: it is estimated that those teachers impact/teach/advise approx 49,000 pupils.

This initiative allows teachers from throughout NI to pass on their new-found insights of prominent local organisations to their pupils. For example, the most recent event involved PRONI and the Northern Bank and provided 50 teachers with an opportunity for an insight into PRONI's restoration and treatment of documents and the latest technological aids used in storing and archiving valuable records, whilst a senior Economist and Web Manager from the Northern Bank gave an insight into

their roles in local banking and teachers also saw at first hand behind the scenes in head office.

'Let's Do Engineering' Conferences

Over 250 teachers attended conferences at three locations Belfast; North West; and Dungannon during February and March 2011. These one day conferences enabled teachers to forge links with local employers to support future STEM activities and provide a platform to develop and enhance teachers' awareness of how STEM subjects might be applied in an industrial context. The conferences included half-day industrial visits e.g. teachers attending the North-West conference visited one of the following companies: E&I Engineering, Rural Generation Ltd; Seagate Technology; and Intelligent Systems Research Centre at the University of Ulster.

'Engineers Make It Happen'

In conjunction with the Learning & Skills Development Agency, 96 teachers have attended a series of one day events between February and June 2011 which comprised of visits to local businesses and were designed to up-skill teachers in terms of the wide range of engineering careers available here and the possible pathways which would allow young people to access these careers.

5. Statistical information on the uptake of STEM subjects and the softer/peripheral subjects over the last 5 - 10 years as an indicator of the success of careers advice?

The table at Annex A illustrates the trend in A-Level STEM subjects during the period 2004/05 to 2010/11. The 2011/12 A-Level STEM figures will not be published until November 2012. The list of A-Level STEM subjects are those determined in the 'Report of the STEM Review' commissioned by DE and DEL.

The Department is unable to comment on the description of "softer/peripheral subjects" as it neither uses nor recognises this terminology. Under the Entitlement Framework, all courses offered in schools from KS 4 must be at least at Level 2 or Level 3 at post 16, have clear progression pathways and meet the needs, interests and careers aspiration of the pupil.

Finally, in your letter I note that the Chairperson has requested that the Department revisits its submission, after reviewing the Hansard transcript of the briefing, and provides information on what changes could be made to improve CEIAG to pupils and parents.

"Preparing for Success" was developed jointly between the Department of Education and the Department of Employment and Learning. The strategy identified five key areas for development:

- improving careers education;
- improving access to careers information;
- improving careers advice and guidance;

- improving quality; and
- improving professional development.

I understand the Committee received a progress report in July 2012 from DEL colleagues on progress on the strategy's implementation plan. Actions are progressing or have been completed in those areas earmarked for DE to lead or lead jointly. As you are aware, the strategy is scheduled for review in 2014. We will await with interest the outcome of the Committee's inquiry in this important area and the Committee's recommendations may well inform the Terms of Reference in the future review.

Yours sincerely

VERONICA BINTLEY
Departmental Assembly Liaison Officer

ANNEX A

Year 14 A-Level Entries in STEM Subjects in NI Post Primary Schools

Subject	2004/05		2005/06		2006/07		2007/08		2008/09		2009/10		20010/11	
	Entries	%*	Entries	%*	Entries	%*	Entries	%*	Entries	%*	Entries	%*	Entries	%*
Biology	3,063	10.3	3,068	10.5	3,097	10.6	3,157	11.0	3,197	10.6	3,132	10.2	3,334	10.6
Chemistry	1,758	5.9	1,745	6.0	1,762	6.0	1,823	6.3	1,775	5.9	1,831	6.0	1,768	5.6
Physics	1,321	4.5	1,209	4.1	1,257	4.3	1,241	4.3	1,324	4.4	1,470	4.8	1,416	4.5
Mathematics	2,196	7.4	2,279	7.8	2,462	8.4	2,501	8.7	2,704	9.0	2,933	9.5	3,062	9.8
Information Technology	1,049	3.5	1,058	3.6	1,131	3.9	1,001	3.5	1,101	3.7	1,368	4.5	1,476	4.7
Design & Technology	750	2.5	715	2.5	721	2.5	720	2.5	799	2.7	889	2.9	922	2.9
Psychology	343	1.2	338	1.2	262	0.9	249	0.9	307	1.0	427	1.4	436	1.4
Further Maths	120	0.4	143	0.5	136	0.5	153	0.5	150	0.5	128	0.4	175	0.6
Computer Studies	353	1.2	216	0.7	182	0.6	119	0.4	93	0.3	69	0.2	70	0.2
Total STEM Entries	**10,953**	**37.0**	**10,771**	**37.0**	**11,010**	**37.6**	**10,964**	**38.2**	**11,450**	**38.2**	**12,247**	**39.9**	**12,659**	**40.4**
Total A-Level Entries	**29,632**		**29,143**		**29,301**		**28,693**		**30,008**		**30,697**		**31,341**	

* entries as a % of the total Year 14 A-Level pupil entries

22 November 2012 - Correspondence to Queen's University Belfast

Basil McCrea, Chairperson
Committee for Employment and Learning
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E-mail: cel@niassembly.gov.uk

Professor Ellen Douglas-Cowie,
Pro-Vice-Chancellor for Education and Students,
The Queen's University of Belfast
University Road
Belfast
BT7 1NN

22 November 2012

Dear Ellen,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Members of the Committee for Employment and Learning I would like to thank you and your colleagues, Wilma Fee and Maria Lee, for your briefing session on 21 November 2012 to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

During the briefing session University you agreed to provide the Committee with the following further information:

- A detailed breakdown of the types of institutions, that the University students have attended such as schools, Further Education colleges, etc. and details of the geographical spread of students across Northern Ireland.
- Details of how the University provides on-line information and guidance on careers.
- A list of schools the University engages with through the Head Teachers Forum and through the widening participation scheme "Discovering Queen's".
- Details of Access Courses attended by some students for entry to the University.

Finally, the Chairperson has requested that you revisit your submission, after reviewing the Hansard transcript of the briefing, and provides information on what changes could be made to improve CEIAG to pupils and parents. The Hansard of the briefing will be available on the following link http://aims.niassembly.gov.uk/officialreport/minutesofevidence.aspx within the next five working days.

The Committee valued both your briefing and also the opportunity to question you on your written submission to the Committee's Inquiry. I should be grateful if you would convey our sincere thanks to Wilma and Maria.

I should be grateful for a response by the 13 December 2012.

Yours sincerely,

Basil McCrea MLA
Chairperson

22 November 2012 - Correspondence to the University of Ulster

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Ms Maria Curran,
Head of Employability,
University of Ulster

22 November 2012

Dear Maria,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Members of the Committee for Employment and Learning I would like to thank you and your colleagues, Shauna McCloy and Moira McCarthy for your briefing session on 21 November 2012 to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

During the briefing session you agreed to provide the Committee with the following further information:

- Details of how the University engages with all stakeholders.
- A detailed breakdown of the types of institutions, that the University students have attended such as schools, Further Education colleges, etc. and details of the geographical spread of students across Northern Ireland.
- Explanation of the Step-Up Programme and information of the numbers, location and background of individuals that come through the programme into university.
- Details of the challenges in relation to the quality and timeliness of careers information and guidance available to young people considering studying at university and to their parents/guardians in helping them make this decision.

Finally, the Chairperson has requested that you revisit your submission, after reviewing the Hansard transcript of the briefing, and provide information on what changes could be made to improve CEIAG to pupils and parents. The Hansard of the briefing will be available on the following link http://aims.niassembly.gov.uk/officialreport/minutesofevidence.aspx within the next five working days.

The Committee valued both your briefing and also the opportunity to question you on your written submission to the Committee's Inquiry. I should be grateful if you would convey our sincere thanks to Shauna and Moira.

I should be grateful for a response by the 13 December 2012.

Yours sincerely,

Basil McCrea MLA
Chairperson

22 November 2012 - Correspondence to the Open University

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Dr Frances Morton
Policy & Public Affairs Executive
The Open University
Belfast Office
110 Victoria Street
Belfast
BT1 3GN

22 November 2012

Dear Frances,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Members of the Committee for Employment and Learning I would like to thank you and your colleagues, Heather Laird, Simon Gregg and Marina Lennon for your briefing session on 21 November 2012 to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

During the briefing session you agreed to provide the Committee with the following further information:

- A detailed breakdown of the types of institutions, that the University students have attended such as schools, Further Education colleges, etc. and details of the geographical spread of students across Northern Ireland including by constituency when the information is available.
- Details of any models of good practice used in England, Scotland and Wales.
- Details of the university's on-line forums moderated by careers advisers and how much cooperation there is with the Educational Guidance Service for Adults.
- Details of the Careers and Employability Project and when the project will be concluded.

Finally, the Chairperson has requested that you revisit your submission, after reviewing the Hansard transcript of the briefing, and provide information on what changes could be made to improve CEIAG to pupils and parents. The Hansard of the briefing will be available on the following link http://aims.niassembly.gov.uk/officialreport/minutesofevidence.aspx within the next five working days.

The Committee valued both your briefing and also the opportunity to question you on your written submission to the Committee's Inquiry. I should be grateful if you would convey our sincere thanks to Heather, Simon and Marina and Frances.

I should be grateful for a response by the 13 December 2012.

Yours sincerely,

Basil McCrea MLA
Chairperson

6 December 2012 - Correspondence to Belfast Metropolitan College

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Justin Edwards,
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Belfast Metropolitan College
Titanic Quarter
7 Queens Road
Belfast BT3 9DT

6 December 2012

Dear Justin,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Members of the Committee for Employment and Learning I would like to thank you and Paul O'Connor for your briefing session on 5 December 2012 to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The Committee has requested that you revisit your submission, after reviewing the Hansard transcript of the briefing and of the briefings by other organisations, and provide further information on the issues raised and also to recommend what changes could be made to improve CEIAG to pupils and parents. The Hansard of the briefing will be available on the following link http://aims.niassembly.gov.uk/officialreport/minutesofevidence.aspx within the next five working days.

The Committee valued both your briefing and also the opportunity to question you on your written submission to the Committee's Inquiry.

I should be grateful for a response by the 2 January 2013.

Yours sincerely,

Basil McCrea MLA
Chairperson

6 December 2012 - Correspondence to Colleges NI

Basil McCrea, Chairperson
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Mr Gerald Campbell
Colleges Northern Ireland
First Floor, Hawthorn Office Park
39 Stockmans Way
Belfast BT9 7ET

6 December 2013

Dear Gerald,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Members of the Committee for Employment and Learning I would like to thank you and your colleagues, David Smith, Les Myers and Justin Edwards for your briefing session on 5 December 2012 to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The Committee has requested that you revisit your submission, after reviewing the Hansard transcript of the briefing and of the briefings by other organisations, and provide further information on the issues raised and also to recommend what changes could be made to improve CEIAG to pupils and parents. The Hansard of the briefing will be available on the following link http://aims.niassembly.gov.uk/officialreport/minutesofevidence.aspx within the next five working days.

The Committee valued both your briefing and also the opportunity to question you on your written submission to the Committee's Inquiry. I should be grateful if you would convey our sincere thanks to David, Les and Justin.

I should be grateful for a response by the 2 January 2013.

Yours sincerely,

Basil McCrea MLA
Chairperson

6 December 2012 - Correspondene to the Royal Belfast Academical Institution

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Mr Darren O'Neill
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Co Antrim
BT1 6DL

6 December 2012

Dear Darren,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Members of the Committee for Employment and Learning I would like to thank you for your briefing session on 5 December 2012 to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

During the briefing session you agreed to provide the Committee with the following further information:

- Details of the schools involvement in the promotion of entrepreneurship, including details of collaboration with organisations such as Sentinus and Young Enterprise.
- Details on the inconsistency in the provision of work experience by companies, providing example of good and bad practise and what can be done to improve the standard of the experience provided.

The Committee has also requested that you revisit your submission, after reviewing the Hansard transcript of the briefing and of the briefings by other organisations, and provide further information on the issues raised and also to recommend what changes could be made to improve CEIAG to pupils and parents. The Hansard of the briefing will be available on the following link http://aims.niassembly.gov.uk/officialreport/minutesofevidence.aspx within the next five working days.

The Committee valued both your briefing and also the opportunity to question you on your written submission to the Committee's Inquiry.

I should be grateful for a response by the 2 January 2013.

Yours sincerely,

Basil McCrea MLA
Chairperson

6 February 2013 - Correspondence from Education Guidance Service for Adults

EGSA
CONNECTING ADULTS WITH LEARNING

Mr Basil McCrea MLA
Chair, Employment and Learning Committee
Room 416, Parliament Buildings
Stormont
Belfast
BT4 3XX

6th February 2013

Dear Basil

Thank you for you invitation to provide a verbal submission to the Committee's Inquiry into CEIAG at your meeting on 13th February. It is with regret that I inform you that due to the decision by DEL to discontinue the contract for our outreach adult guidance service the basis of our response to the Inquiry, advocating for a more equitable service, is no longer valid and therefore it would not be appropriate to attend.

The decision by the department to withdraw support for this area of work will have a significant impact on the viability of EGSA and the outreach service delivered on behalf of DEL (delivering over 11,000 support sessions since June 2010) will cease in May.

In the absence of a contract it is highly likely that our specialist adult educational and career guidance service, in existence since 1967 and currently employing 21 staff, will wind up in the near future.

EGSA provides independent, impartial educational and career guidance to adults to enable those with few or no qualifications to return to learning and to enter or progress in the workplace. EGSA received core funding from DEL and its predecessors to undertake this work across NI until 2010 when the relationship changed to a Service Level Agreement to deliver career guidance as part of DEL's redundancy support service and to deliver outreach career guidance to adults residing in Neighbourhood Renewal areas.

EGSA firmly believes in the value of impartial educational and career guidance as a way to tackle social exclusion by raising aspirations and empowering those with few or no qualifications to engage in learning and work. Our specialism is working with those most distant from learning who are unlikely to aspire to having a 'career'. We help people see that this is possible for them.

EGSA has also long had a role in promoting lifelong learning to increase the participation of adults in learning and for many years has co-ordinated Adult Learners' Week in NI. We also have a strong role in advocating for adult learning and advising on the impact of adult learning on all aspects of life. Current activity includes the Forum for Adult Learning NI (FALNI), membership of the DETI Steering Group working on the draft financial capability strategy and providing the NI input to the UK forum for the EU Lifelong Learning Agenda.

EGSA Connecting Adults with Learning
4th Floor, 40 Linenhall Street, Belfast, BT2 8BA
Tel: 028 9024 4274 Fax: 028 9027 1507 Email: info@egsa.org.uk Web: www.connect2learn.org.uk
Registered Office: 50 Bedford Street, Belfast, BT2 7FW Accepted as a charity by the Inland Revenue under reference: XR51697
A Company Limited by Guarantee No: NI41987

We are aware that other organisations responding to the Inquiry have mentioned EGSA as a source of support and referral and I would be happy to meet on a more informal basis with you or other members of the committee to provide further information to inform the Inquiry and to explore the wider impact of the loss of EGSA's services to adults in NI.

I look forward to hearing from you.

Yours sincerely

Ann Osborne
Chief Executive Officer

EGSA Connecting Adults with Learning
4th Floor, 40 Linenhall Street, Belfast, BT2 8BA
Tel: 028 9024 4274 **Fax:** 028 9027 1507 **Email:** info@egsa.org.uk **Web:** www.connect2learn.org.uk
Registered Office: 50 Bedford Street, Belfast, BT2 7FW Accepted as a charity by the Inland Revenue under reference: XR51697
A Company Limited by Guarantee No: NI41987

7 Febraury 2013 - Correspondence to GEMS NI

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Ms Susan Russam
GEMS NI
Ascot House
24-31 Shaftesbury Square
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BT2 7DB

7 February 2013

Dear Susan,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Members of the Committee for Employment and Learning I would like to thank you and your colleagues, Stephen Atkinson, Grainne Hanna and Joseph Carmichael, for your briefing session yesterday to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The Chairperson has requested that you revisit your submission, after reviewing the Hansard transcript of the briefing, and provide information on what changes could be made to improve CEIAG to pupils and parents. The Hansard of the briefing will be available on the following link http://aims.niassembly.gov.uk/officialreport/minutesofevidence.aspx within the next five working days.

The Committee valued both your briefing and also the opportunity to question you on your written submission to the Committee's Inquiry. I should be grateful if you would convey our sincere thanks to Stephen, Grainne and Joseph.

I should be grateful for a response by the 1 March 2013.

Yours sincerely,

Basil McCrea MLA
Chairperson

7 February 2013 - Correspondence to Young Enterprise Northern Ireland

Basil McCrea, Chairperson
Committee for Employment and Learning
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Telephone: (028) 9052 0379
Fax: (028) 9052 1433
E-mail: cel@niassembly.gov.uk

Carol Fitzsimons
Chief Executive
Young Enterprise Northern Ireland
Grove House
145-149 Donegall Pass
Belfast
BT7 1DT

8 February 2013

Dear Carol,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Committee for Employment and Learning I would like to thank you for your briefing session on 6 February 2013 to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland. During the briefing you agreed to provide further information regarding issues raised during the briefing and to submit a paper to the Committee proposing a methodology for engaging with schools on general employability issues.

The Chairperson has requested that you revisit your submission, after reviewing the Hansard transcript of the briefing, and provide all the information requested and your suggestions on what changes could be made to improve CEIAG to pupils and parents. The Hansard of the briefing will be available on the following link http://aims.niassembly.gov.uk/officialreport/minutesofevidence.aspx within the next five working days.

The Committee valued both your briefing and also the opportunity to question you on your written submission to the Committee's Inquiry.

I should be grateful for a response by the 1 March 2013.

Yours sincerely,

Basil McCrea MLA
Chairperson

7 February 2013 - Correspondence to Confederation of British Industry

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Nigel Smith
CBI
2nd Floor, Hamilton House
3 Joy Street
Belfast BT2 8LE

7 February 2013

Dear Nigel,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Committee for Employment and Learning I would like to thank Kirsty McManus, Gordon Parkes and Peter Shields for their briefing session yesterday to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The Chairperson has requested that you revisit your submission, after reviewing the Hansard transcript of the briefing, and provide all the information requested and your suggestions on what changes could be made to improve CEIAG to pupils and parents. The Hansard of the briefing will be available on the following link http://aims.niassembly.gov.uk/officialreport/minutesofevidence.aspx within the next five working days.

The Committee valued both the briefing and the opportunity to question the witnesses on your written submission to the Committee's Inquiry. I should be grateful if you would convey our sincere thanks to Kirsty, Gordon and Peter.

Yours sincerely,

Basil McCrea MLA
Chairperson

8 February 2013 - Coorespondence from Northern Ireland Electricity

Northern Ireland Electricity

Northern Ireland Electricity Limited
120 Malone Road
Belfast BT9 5HT

Tel 028 9066 1100
www.nie.co.uk

Mr Basil McCrea MLA
Chairperson
Committee for Employment & Learning
Room 346
Parliament Buildings
Stormont
Belfast BT4 3XX

8 February 2013

Dear Basil

Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

Thank you for the opportunity to present CBI's views on CEIAG to the Employment & Learning Committee on Wednesday 6 February 2013.

One of the themes that emerged through the discussions was that employers should take greater responsibility and ownership for their part in improving CEIAG. Our presentation was focussed on the overall requirement to integrate, co-ordinate and connect CEIAG activities much better through a centralised point of entry or "one-stop shop" acting like a broker to help students/parents/teachers and employers through the confusing network of existing initiatives/options/providers that currently exist.

We also focussed our presentation on the need for labour market information that was more easily accessed through Government websites and the need to measure school teachers, head teachers and schools on how they perform in relation to CEIAG.

Due to time constraints, however, we did not take the opportunity to present our more detailed views on where employers can do more regarding CEIAG. We accept that employers have a key role in helping to deliver improvements in CEIAG and the following is a list of actions that we are encouraging our members to undertake.

INVESTOR IN PEOPLE

VIR/LHD-005 13

Northern Ireland Electricity Limited, Registered Office, 120 Malone Road, Belfast BT9 5HT. Registered in N. Ireland NI 26041

What Can Employers Do to Improve CEIAG ?

Employers

- Employers need to make time to engage with education providers and students, provide quality work experience for students, provide teachers, Head Teachers, College/University lecturers and careers advisers with knowledge/awareness.

- Appoint an academic engagement officer (this could be a development role for an existing employee) with no extra cost.

- Have youth employment policy and use experienced employees nearing retirement to develop the next generation.

- Where skills shortages exist employers should consider providing bursaries and scholarships in partnership with schools, colleges and universities.

- Use role model employees as ambassadors in Outreach programmes with education providers (attending and presenting at Open Days, Careers Fairs, Parents' Events etc).

- Larger employers should consider Outreach support to SMEs and micro businesses.

In summary, employers need to recognise that they are part of the programme and need to invest time and effort in connecting with students, pupils and education providers.

Government should consider a recognition and accreditation process similar to IIP (Investors in People) for those employers that embrace CEIAG.

We are happy to engage further on this important area.

Yours sincerely

Gordon Parkes
HR Director

14 February 2013 - Correspondence to the National Association of Head Teachers

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Clare Majury
President
National Association of Head Teacher (NI)
Carnmoney House
Edgewater Office Park
Belfast BT3 9JQ

14 February 2013

Dear Clare,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Committee for Employment and Learning I would like to thank you and your colleagues, Aidan Dolan, Dominic Clarke and Liam McGuckin for your briefing session yesterday to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The Chairperson has requested that you revisit your submission, after reviewing the Hansard transcript of the briefing, and provide information on what changes could be made to improve CEIAG to pupils and parents. The Hansard of the briefing will be available on the following link http://aims.niassembly.gov.uk/officialreport/minutesofevidence.aspx within the next five working days.

The Committee valued both your briefing and also the opportunity to question you on your written submission to the Committee's Inquiry. I should be grateful if you would convey our sincere thanks to Aidan, Dominic and Liam.

I should be grateful for a response by the 6 March 2013.

Yours sincerely,

Basil McCrea MLA
Chairperson

14 February 2013 - Correspondence to Skills for Justice

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Stormont,
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E-mail: cel@niassembly.gov.uk

Colette Wymer
Colette.wymer@skillsforjustice.com

14 February 2013

Dear Colette,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Committee for Employment and Learning I would like to thank you and your colleagues, Judith Thompson and Nick Skeet for your briefing session yesterday to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The Chairperson has requested that you revisit your submission, after reviewing the Hansard transcript of the briefing, and provide information on what changes could be made to improve CEIAG to pupils and parents. The Hansard of the briefing will be available on the following link http://aims.niassembly.gov.uk/officialreport/minutesofevidence.aspx within the next five working days.

The Committee valued both your briefing and also the opportunity to question you on your written submission to the Committee's Inquiry. I should be grateful if you would convey our sincere thanks to Judith and Nick.

I should be grateful for a response by the 6 March 2013.

Yours sincerely,

Basil McCrea MLA
Chairperson

14 February 2013 - Correspondence to the Northern Ireland Sector Skills Council

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Siobhan Weir (Northern Ireland Manager)
SkillsActive: The Sector Skills Council for Active Leisure & Well-being
c/o Castlewood House
77-91 New Oxford Street
London
WC1A 1DG

14 February 2013

Dear Siobhan,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Members of the Committee for Employment and Learning I would like to thank you and your colleague, Shauna Dunlop for your briefing session yesterday to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The Chairperson has requested that you revisit your submission, after reviewing the Hansard transcript of the briefing, and provide information on what changes could be made to improve CEIAG to pupils and parents. The Hansard of the briefing will be available on the following link http://aims.niassembly.gov.uk/officialreport/minutesofevidence.aspx within the next five working days.

The Committee valued both your briefing and also the opportunity to question you on your written submission to the Committee's Inquiry. I should be grateful if you would convey our sincere thanks to Shauna.

I should be grateful for a response by the 6 March 2013.

Yours sincerely,

Basil McCrea MLA
Chairperson

14 February 2013 - Correspondence to Council for the Curriculum Examinations & Assessment

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Richard Hanna
Council for the Curriculum
Examinations & Assessment
29 Clarendon Road
Clarendon Dock
Belfast BT1 3BG

14 February 2013

Dear Richard,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Committee for Employment and Learning I would like to thank you and your colleague, Ruth Kennedy for your briefing session yesterday to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The Chairperson has requested that you revisit your submission, after reviewing the Hansard transcript of the briefing, and provide information on what changes could be made to improve CEIAG to pupils and parents. The Hansard of the briefing will be available on the following link http://aims.niassembly.gov.uk/officialreport/minutesofevidence.aspx within the next five working days.

The Committee also agreed to forward you with a copy of the National Association of Head Teachers submission to the Inquiry. Please see enclosed for your information.

The Committee valued both your briefing and also the opportunity to question you on your written submission to the Committee's Inquiry. I should be grateful if you would convey our sincere thanks to Ruth.

I should be grateful for a response by the 6 March 2013.

Yours sincerely,

Basil McCrea MLA
Chairperson

Enc.

28 February 2013 - Correspondence to DMH Associates

Thomas Buchanan, Vice-Chairperson
Committee for Employment and Learning
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Dr Deirdre Hughes, OBE
DMH Associates
Greenfields,
116 Heanor Road
Smalley
Derbyshire
DE7 6DX

28 February 2013

Dear Deirdre,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Committee for Employment and Learning I would like to thank you for your briefing session yesterday to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The Committee valued both the briefing and the opportunity to question you on your written submission to the Committee's Inquiry. The Committee looks forward to working with you in the future.

At the meeting you agreed to provide further information on international examples of good practice in the provision of Careers Advice.

I should be grateful for a response by 14 March 2013.

Yours sincerely,

Thomas Buchanan
Vice-Chairperson

15 March 2013 - Correspondence to Northern Ireland Association for the Care and Resettlement of Offenders

Robin Swann MLA, Chairperson
Committee for Employment and Learning
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Heather Reid
NIACRO
Amelia House
4 Amelia Street
Belfast
BT2 7GS

15 March 2013

Dear Heather,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Committee for Employment and Learning I would like to thank you, Gareth Eanetta and Billy Clarke for your briefing session yesterday to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The Committee valued both the briefing and the opportunity to question the witnesses on your written submission to the Committee's Inquiry. I should be grateful if you would convey our sincere thanks to Gareth and Billy.

Yours sincerely,

Robin Swann MLA
Chairperson

15 March 2013 - Correspondence to Include Youth

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Paddy Mooney
Include Youth
Alpha House
3 Rosemary Street
Belfast BT1 1QA

15 March 2013

Dear Paddy,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Committee for Employment and Learning I would like to thank you, Neil Hutcheson, Jason Neill and Blair Anderson for your briefing session yesterday to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The Committee valued both the briefing and the opportunity to question the witnesses on your written submission to the Committee's Inquiry. I should be grateful if you would convey our sincere thanks to Neil, Jason and Blair.

Yours sincerely,

Robin Swann MLA
Chairperson

15 March 2013 - Correspondence to Action on Hearing Loss

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Alan McClure
Action for Hearing Loss
Wilton House
5 College Square North
Belfast BT1 6AR

15 March 2013

Dear Alan,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Committee for Employment and Learning I would like to thank you, Roisin McGonagle, Claire Lavery, Coleen Agnew and Jackie Orr for your briefing session yesterday to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

At the briefing you agreed to provide the Committee with recommendations that you believe would improve the provision of careers in Northern Ireland.

The Committee valued both the briefing and the opportunity to question the witnesses on your written submission to the Committee's Inquiry. I should be grateful if you would convey our sincere thanks to Roisin, Claire, Coleen and Jackie.

I should be grateful for a response by 29 March 2013

Yours sincerely,

Robin Swann MLA
Chairperson

11 April 2013 - Correspondence to the Department for Employment and Learning

Robin Swann MLA, Chairperson
Committee for Employment and Learning
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Veronica Bintley
Department of Education
Rathgael House
43 Balloo Road
Rathgill
Bangor
BT19 7PR

11 April 2013

Dear Veronica,

Re: Preparing for Success and Careers Budgets

At its meeting on 10 April 2013 the Committee for Employment and Learning received a briefing from the Northern Ireland Schools and Colleges Careers Association (NISCA) on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland. As a result of the briefing the Committee agreed to write to the Department of Education requesting information on the following:

- How Preparing for Success Strategy has been implemented in Primary Schools.
- Information on whether the budget for the provision of careers advice in schools has reduced, and, if so, by how much and what impact that reduction has had.

I should be grateful for a response by the 1 May 2013.

Yours sincerely,

Robin Swann MLA
Chairperson

11 April 2013 - Correspondence to the Northern Ireland Commissioner for Children and Young People

Robin Swann MLA, Chairperson
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Patricia Lewsey-Mooney
NICCY
Equality House
7-9 Shaftsbury Square
Belfast
BT2 7DP

11 April 2013

Dear Patricia,

On behalf of the members of the Committee for Employment and Learning I would like to thank you Mairead for your briefing session on 10 April 2012 on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The Committee valued both the briefing and the opportunity to question the witnesses on your written submission to the Committee's Inquiry. I should be grateful if you would convey our sincere thanks to Mairead.

Yours sincerely,

Robin Swann MLA
Chairperson

11 April 2013 - Correspondence to Northern Ireland Schools and Colleges Careers Association

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Cathy Moore
NI Schools Careers Association
C/O St. Mary's Grammar School
147A Glen Road
Belfast
BT11 8NR

11 April 2013

Dear Cathy,

On behalf of the members of the Committee for Employment and Learning I would like to thank you, Fiona and Julie for your briefing session on 10 April 2012 on the Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland. At the briefing you agreed to provide the Committee with evidence that the Careers budget to schools has been reduced and the impact of that reduction.

The Committee valued both the briefing and the opportunity to question the witnesses on your written submission to the Committee's Inquiry. I should be grateful if you would convey our sincere thanks to Fiona and Julie.

I would be grateful for a response by 25 April 2013.

Yours sincerely,

Robin Swann MLA
Chairperson

18 April 2013 - Correspondence to National Union of Students - Union of Students in Ireland

Robin Swann MLA, Chairperson
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Ms Adrianne Peltz
Adrianne.Peltz@nistudents.org

18 April 2013

Dear Adrianne,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Committee for Employment and Learning I would like to thank you, Hannah and Claire for your briefing session today to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The Committee valued both your briefing and also the opportunity to question you on your written submission to the Committee's Inquiry.

Yours sincerely,

Robin Swann MLA
Chairperson

18 April 2013 - Correspondence to MATRIX

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Mr Brian Keating
Chairman
MATRIX
Department of Enterprise, Trade and Investment
Netherleigh,
Massey Avenue
Belfast BT4 2JP

18 April 2013

Dear Brian,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Committee for Employment and Learning I would like to thank you, John and Norman for your briefing session today to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The Committee valued both your briefing and also the opportunity to question you on your written submission to the Committee's Inquiry.

Yours sincerely,

Robin Swann MLA
Chairperson

18 April 2013 - Correspondence to Mark Devenney

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Mr Mark Devenney
advice@thecareersman.com

18 April 2013

Dear Mark,

Re: Committee Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

On behalf of the Committee for Employment and Learning I would like to thank you for your briefing session today to the Committee on its Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

The Committee valued both your briefing and also the opportunity to question you on your written submission to the Committee's Inquiry.

Yours sincerely,

Robin Swann MLA
Chairperson

17 May 2013 - Correspondence from the Department of Education

Committee for Education
Room 241
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Tel: +44 (0)28 9052 21821
Fax: +44 (0)28 9052 1371

To: Cathie White
Clerk to the Committee for Employment and Learning

From: Peter McCallion
Clerk to the Committee for Education

Date: 17 May 2013

Subject: NISCA Briefing: Inquiry into CEIAG

Cathie

At its meeting on the 15 May 2013 the Committee for Education considered correspondence from the Department regarding the Northern Ireland Schools and Colleges Careers Association's briefing paper on the Committee for Employment and Learning's Inquiry into Careers, Education, Information, Advice and Guidance.

The Committee agreed to forward this correspondence to the Committee for Employment and Learning for information.

Regards

Peter McCallion
Committee Clerk

Enc

Department of
Education
www.deni.gov.uk
AN ROINN
Oideachais
MÄNNYSTRIE O
Lear

Peter McCallion
Committee Clerk
Committee for Education
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Email: veronica.bintley@deni.gov.uk

Your ref: PMcC/SMcG/493

9 May 2013

Dear Peter

NISCA BRIEFING: INQUIRY INTO CEIAG

Further to your letter of 19 April appending correspondence to me from the Chairperson of the Committee for Employment and Learning, please find attached my response.

I would be grateful if this could be passed to Mr Swann.

Yours sincerely

VERONICA BINTLEY
Departmental Assembly Liaison Officer

[redacted]

INVESTORS IN PEOPLE

Department of
Education
www.deni.gov.uk
AN ROINN
Oideachais
MÄNNYSTRIE O
Lear

Robin Swann MLA
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Email: veronica.bintley@deni.gov.uk

9 May 2013

Dear Mr Swann

INQUIRY INTO CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG): NISCA BRIEFING: REQUEST FOR INFORMATION FROM THE DEPARTMENT OF EDUCATION

Thank you for your letter of 11 April 2013 in which you had requested some further information following the briefing by NISCA on 10 April 2013. The Department's response to the questions is set out as follows:

1. How the Preparing for Success Strategy has been implemented in Primary Schools?

The Department recognises the important role primary schools play in helping children to learn about their world and about the world of work. It is here that children can first learn about themselves; their interests; how to relate to others; develop career related skills; and learn about a variety of possible careers in the opportunities available to them through a range of play environments, role play and interaction with adults, appropriate for their age and stage of development. The primary curriculum identifies a number of activities and outcomes that provide natural contexts within the curriculum for CEIAG. CEIAG will be an integral part of the learning, and, although staff will be aware of the CEIAG learning intentions, the youngest children in primary education are likely to see these as as a seamless part of their broader school experiences.

The Primary Curriculum sets out these opportunities and specifies that, in relation to Employability, children should be encouraged to:

- develop literacy, numeracy and ICT skills;
- develop their aptitudes, abilities and creativity;
- be willing to expand their learning and performance throughout their lives;

INVESTORS IN PEOPLE

- work independently and as a member of a team;
- develop perseverance, initiative and flexibility;
- be willing to take calculated risks when appropriate;
- use critical and creative thinking to solve problems and make decisions;
- identify the main reasons why people set up their own business.

Careers education in primary schools is more about helping children to raise their aspirations and developing their thinking skills and personal capabilities. The focus is on the parts of the curriculum that aim to develop young people as individuals and contributors to society and the economy. These skills and knowledge are developed through a topic-based approach which contains elements of Personal Development and Mutual Understanding, Citizenship, Cultural Understanding, Media Awareness, Ethical Awareness, Employability and Economic Awareness.

The Department published a CEIAG Map and Guide to help all schools which sets out the expected learning intentions and potential learning opportunities for young people from ages 4 to 19 expressed in terms of age-related achievement. The Map provides a framework for the planning, delivery and management of a coherent and progressive CEIAG programme of learning. The map also identifies opportunities for self awareness and development, careers exploration, career management, career-related learning in the 4-11 Curriculum and outlines opportunities for the development of employability skills such as communication, numeracy, ICT, problem solving, working with others, and improving learning.

CCEA has developed a number of resources to support schools as they implement these objectives within the Areas of Learning in the curriculum.
Employability/Enterprise was infused through the relevant Ideas for Connected Learning from Year 3-7 (teaching and learning support materials). There were Thematic Units developed for primary that, on occasions, were underpinned by employability/enterprise, such as *The Dream Train* and *Actions Speak Louder than Words*. In addition to these a number of bespoke curriculum resources were developed for primary schools, namely:

- Anything's Possible Enterprise Storysack (Years 3/4)
- Out of This World Enterprise resource (Years 4/5)
- Precious Waste Employability Storysack (Years 6/7)

Pupils' experiences of Science and Technology provide opportunities to learn about how their lives will be impacted by these areas, as well as developing knowledge and skills for lifelong learning. Resources include Primary STEM Thematic Units: http://www.nicurriculum.org.uk/key_stages_1_and_2/connected_learning/thematic_stem.asp.

Case Studies

The following Primary school case studies are available.

Ideas for Connected Learning:
http://www.nicurriculum.org.uk/key_stages_1_and_2/connected_learning/icls.asp

Employability initiatives in Primary schools:
http://www.rewardinglearning.org.uk/microsites_other/employability/primary/case_studies.asp.

How schools have implemented The World Around Us:
http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/the_world_around_us/.

Financial Capability:
http://www.nicurriculum.org.uk/microsite/financial_capability/key_stage1/resources/case_studies.asp

STEM
http://www.nicurriculum.org.uk/STEMWorks/case_studies/

2. Information on whether the budget for the provision of careers advice in schools has reduced, and, if so, by how much and what impact that reduction has had?

The Budget 2011-15 outcome for education has been extremely challenging as the level of funding available was less than had previously been in place. The Minister agreed a Savings Delivery Plan to address the gap in funding and in doing so sought to drive out inefficiencies and protect funding to the classroom as far as possible. However given the extent of reductions to the education budget it has not been possible to protect funding to schools in its entirety. Savings of £27m/£45m/£74m/£90m are to be delivered by schools across the 4 year Budget period.

Under the Local Management of Schools (LMS) arrangements, the Board of Governors of every school receives a delegated budget to enable them to deliver all aspects of the curriculum including careers provision. It is a matter for each school to determine how best to utilise their delegated funding in delivering their statutory requirements which includes careers.

In addition to funding under LMS, the Department provides additional funding for specific programmes that are a priority for the economy such as the STEM CEIAG programme, details of which were provided to the DEL Committee researcher on 24 April 2013.

Yours sincerely

VERONICA BINTLEY
Departmental Assembly Liaison Officer

11 October 2013 - Correspondence from the Committee for Education

Northern Ireland Assembly

Committee for Education
Room 375
Parliament Buildings

Tel: +44 (0)28 9052 21821
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To: **Cathie White**
Clerk to the Committee for Employment and Learning

From: **Peter McCallion**
Clerk to the Committee for Education

Date: **11 October 2013**

Subject: **Inquiry into Careers Education, Information, Advice and Guidance**

Cathie,

At its meeting on Wednesday 9 October 2013, the Committee considered recommendations from the Committee for Employment and Learning relating to its Inquiry into Careers Education, Information, Advice and Guidance.

The response from the Education Committee Chairperson is attached.

It would be very much appreciated if a full copy of the relevant report could be made available to the Education Committee at your earliest convenience.

Regards

Peter McCallion
Committee Clerk

Northern Ireland Assembly

Mr Mervyn Storey
Chairperson, Committee for Education

Mr Robin Swann MLA
Chairperson
Committee for Employment and Learning
Parliament Buildings

11 October 2013

Our Ref: PMcC/SMcG/**924**

Dear Robin

Careers Education, Information, Advice and Guidance

At its meeting of 9 October 2013, the Committee noted the Committee for Employment and Learning's recommendations for its Inquiry on Careers Education, Information, Advice and Guidance.

The Committee agreed that I should write to you to advise that the Committee for Education endorses all of the recommendations of your Committee's Inquiry.

The Committee also agreed that I should write to you to request further information on the benchmarking of Careers Education, Information, Advice and Guidance provided during the transition between post-primary and third level education.

A response by 25 October 2013 would be appreciated.

Yours sincerely

Committee for Education
Room 375, Parliament Buildings, Ballymiscaw, Stormont, Belfast, BT4 3XX
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Mr Mervyn Storey MLA
Chairperson, Committee for Education

Committee for Education
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Appendix 7

Inquiry Survey Findings

Inquiry Survey Findings Index

1. Careers Education, Information, Advice and Guidance questionnaire letter - Job Centres
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Careers Education, Information, Advice and Guidance questionnaire letter - Job Centres

Committee for Employment and Learning

27 February 2013

Dear Sir/Madam,

On behalf of the Committee for Employment and Learning I would like to advise you of the Committee's Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

As part of this Inquiry the Committee wishes to gain the views of young people from ages 16 to 25 on the Careers advice they receive.

The aim of the Inquiry is to make recommendations to improve the services provided to those in need of careers advice to help them make the best choices for their futures.

Please offer your assistance by going on-line and clicking on the link below which best meets your circumstances; at university, at college or other. The questionnaire will take between 5 and 10 minutes to complete.

I would like to take this opportunity in advance to thank you for your co-operation in this matter. The closing date for the Survey is 22 March 2013.

Link to questionnaires:

- https://www.surveymonkey.com/s/CEIAG-Other
- https://www.surveymonkey.com/s/CEIAG-Colleges
- https://www.surveymonkey.com/s/Universities_CEIAG

Yours sincerely,

Thomas Buchanan
Vice-Chairperson

Careers Education, Information, Advice and Guidance questionnaire letter - Schools

Committee for Employment and Learning

27 February 2013

Dear Sir/Madam,

On behalf of the Committee for Employment and Learning I would like to advise you of the Committee's Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland. Details of the Inquiry are attached for your information.

As part of this Inquiry the Committee wishes to gain the views of your years 12, 13 and 14 students on the Careers advice they receive. The aim of the Inquiry is make recommendations to improve the services provided to those in need of careers advice to help them make the best choices for their futures. The Committee has agreed to develop a questionnaire for completion by year 12, 13 and 14 pupils. A hard copy of the questionnaire is attached. I would be grateful if you would make the necessary arrangements for the survey to be completed on-line and a link to the survey is attached below. The survey should take 5-10 minutes to complete.

I would like to take this opportunity in advance to thank you for your co-operation in this matter. The closing date for the Survey is 22 March 2013.

Link to questionnaire:

- https://www.surveymonkey.com/s/NKK2TCW

Yours sincerely,

Thomas Buchanan
Vice-Chairperson

Careers Education, Information, Advice and Guidance Survey - Schools

Careers Education, Information, Advice and Guidance Inquiry

***1. Are you aged 16 or under?**

- ☐ Yes
- ☐ No

***2. What school do you attend?**

☐

***3. Have you received formal jobs and careers advice in your school?**

- ☐ Yes (go to question 4)
- ☐ No (go to question 6)

4. At what school year did this begin?

- ☐ Year 8
- ☐ Year 9
- ☐ Year 10
- ☐ Year 11
- ☐ Year 12

Careers Education, Information, Advice and Guidance Inquiry

***5. How helpful did you find the formal jobs and careers advice provided by your school or college?**

- [ ] Extremely Helpful
- [ ] Very Helpful
- [ ] Moderately Helpful
- [ ] Slightly Helpful
- [ ] Not at all Helpful

***6. How is careers advice delivered in your school? Tick all that apply**

- [ ] In Lessons
- [ ] In a one to one chat
- [ ] By someone doing the job
- [ ] Don't Know
- [ ] Other (please specify)

***7. What do you think is important in making decisions about choosing a career? Rank in order of importance with 1 being the most important.**

- [ ] What you are good at
- [ ] What you are interested in
- [ ] Advice from my Family
- [ ] Advice from my Friends
- [ ] Careers Advisor
- [ ] Employment Prospects
- [ ] Financial Stability

Careers Education, Information, Advice and Guidance Inquiry

***8. How useful are the following sources of information in helping you make decisions about your career? Rank in order of importance with 1 being the most important.**

- Careers Advisors
- Careers Websites
- Other online services
- Career Fact Sheets
- Friends/Family
- Visits from Businesses

***9. Have you recieved careers advice from any of the people listed below? Tick all that apply**

- [ ] Careers Adviser
- [ ] Careers Teacher
- [ ] Subject/Form Teacher

10. Do you think that the careers advice you received in school or college could be improved?

- [ ] Yes
- [ ] No

If yes, please specify how you would like to see it improved?

Careers Education, Information, Advice and Guidance Inquiry

***11. Do you think that you should receive more or less careers advice in school?**

- [ ] More advice needed
- [ ] Less advice needed
- [ ] No change is needed

12. In your school have you had the opportunity to do any of the following activities?

- [ ] Discuss how to write a CV
- [ ] Learn communication skills
- [ ] Learn presentation skills
- [ ] Do project work
- [ ] Do group work
- [ ] Go on Work Experience
- [ ] Other

If other please specify

Careers Education, Information, Advice and Guidance Survey Results - Schools

Careers Education, Information, Advice and Guidance Inquiry Questionnaire Schools

SurveyMonkey

1. Are you aged 16 or under?

	Response Percent	Response Count
Yes	**54.3%**	**3,934**
No	46.3%	3,353
answered question		**7,243**
skipped question		**1**

2. What school do you attend?

	Response Count
	7,243
answered question	**7,243**
skipped question	**1**

3. Have you received formal jobs and careers advice in your school?

	Response Percent	Response Count
Yes (go to question 4)	**92.0%**	**6,662**
No (go to question 6)	8.9%	646
answered question		**7,243**
skipped question		**1**

4. At what school year did this begin?

	Response Percent	Response Count
Year 8	27.8%	1,861
Year 9	4.5%	301
Year 10	**29.8%**	**1,993**
Year 11	21.4%	1,430
Year 12	24.1%	1,613
answered question		**6,685**
skipped question		**559**

5. How helpful did you find the formal jobs and careers advice provided by your school or college?

	Response Percent	Response Count
Extremely Helpful	9.7%	683
Very Helpful	33.7%	2,368
Moderately Helpful	**36.6%**	**2,569**
Slightly Helpful	16.0%	1,124
Not at all Helpful	6.2%	432
answered question		**7,017**
skipped question		**227**

6. How is careers advice delivered in your school? Tick all that apply

	Response Percent	Response Count
In Lessons	**75.8%**	**5,319**
In a one to one chat	60.5%	4,243
By someone doing the job	19.0%	1,336
Don't Know	4.0%	278
Other (please specify)	8.6%	602
	answered question	**7,017**
	skipped question	**227**

7. What do you think is important in making decisions about choosing a career? Rank in or of importance with 1 being the most important.

	1	2	3	4	5	6	7	Rating Average	Ra Co
What you are good at	34.0% (2,384)	**41.8% (2,932)**	9.8% (691)	6.1% (430)	3.2% (227)	2.6% (184)	2.4% (169)	2.20	
What you are interested in	**49.1% (3,448)**	32.0% (2,243)	7.9% (554)	4.6% (323)	2.1% (148)	2.1% (149)	2.2% (152)	1.94	
Advice from my Family	2.6% (181)	5.5% (385)	17.4% (1,219)	14.4% (1,009)	22.2% (1,558)	**33.2% (2,327)**	4.8% (338)	4.67	
Advice from my Friends	2.8% (195)	2.5% (177)	3.6% (255)	11.5% (804)	9.9% (695)	19.1% (1,338)	**50.6% (3,553)**	5.83	
Careers Advisor	2.7% (192)	4.0% (278)	16.1% (1,132)	16.1% (1,131)	**33.3% (2,339)**	14.9% (1,047)	12.8% (898)	4.69	
Employment Prospects	4.1% (288)	6.9% (483)	**25.2% (1,768)**	24.2% (1,698)	14.4% (1,012)	18.3% (1,287)	6.9% (481)	4.20	
Financial Stability	4.7% (329)	7.4% (519)	19.9% (1,398)	**23.1% (1,622)**	14.8% (1,038)	9.8% (685)	20.3% (1,426)	4.47	
							answered question		
							skipped question		

8. How useful are the following sources of information in helping you make decisions about your career? Rank in order of importance with 1 being the most important.

	1	2	3	4	5	6	Rating Average	Rating Count
Careers Advisors	**47.9% (3,280)**	22.0% (1,505)	11.9% (816)	7.1% (485)	5.3% (360)	5.9% (401)	2.17	6,847
Careers Websites	18.9% (1,293)	**36.3% (2,488)**	24.2% (1,654)	12.7% (869)	5.6% (385)	2.3% (158)	2.57	6,847
Other online services	4.6% (318)	9.6% (658)	**23.8% (1,632)**	21.6% (1,482)	21.2% (1,454)	19.0% (1,303)	4.02	6,847
Career Fact Sheets	3.6% (249)	6.7% (456)	13.8% (944)	**30.7% (2,105)**	26.6% (1,821)	18.6% (1,272)	4.26	6,847
Friends/Family	11.6% (794)	11.2% (770)	12.1% (831)	14.8% (1,010)	**26.8% (1,836)**	23.5% (1,606)	4.04	6,847
Visits from Businesses	13.3% (913)	14.2% (970)	14.2% (970)	13.1% (896)	14.5% (991)	**30.8% (2,107)**	3.94	6,847
						answered question		**6,847**
						skipped question		**397**

9. Have you recieved careers advice from any of the people listed below? Tick all that apply

		Response Percent	Response Count
Careers Adviser		79.1%	5,418
Careers Teacher		**80.7%**	**5,523**
Subject/Form Teacher		49.7%	3,401
	answered question		**6,847**
	skipped question		**397**

10. Do you think that the careers advice you received in school or college could be improved?

	Response Percent	Response Count
Yes	45.6%	3,094
No	**56.1%**	**3,812**
If yes, please specify how you would like to see it improved?		2,126
answered question		**6,790**
skipped question		**454**

11. Do you think that you should receive more or less careers advice in school?

	Response Percent	Response Count
More advice needed	**62.1%**	**4,220**
Less advice needed	3.3%	221
No change is needed	36.2%	2,461
answered question		**6,793**
skipped question		**451**

12. In your school have you had the opportunity to do any of the following activities?

	Response Percent	Response Count
Discuss how to write a CV	**80.1%**	**5,379**
Learn communication skills	76.3%	5,118
Learn presentation skills	71.1%	4,774
Do project work	59.5%	3,992
Do group work	75.8%	5,089
Go on Work Experience	74.0%	4,964
Other	4.1%	273
	If other please specify	263
	answered question	**6,712**
	skipped question	**532**

Careers Education, Information, Advice and Guidance questionnaire letter - Universities

Committee for Employment and Learning

27 February 2013

Dear,

On behalf of the Committee for Employment and Learning I would like to advise you of the Committee's Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland. Details of the Inquiry are attached for your information.

As part of this Inquiry the Committee wishes to **gain the views of your students on the Careers advice they receive**. The aim of the Inquiry is make recommendations to improve the services provided to those in need of careers advice to help them make the best choices for their futures. The Committee has agreed to develop a questionnaire for completion by your students. A hard copy of the questionnaire is attached. I would be grateful if you would make the necessary arrangements for the survey to be completed on-line and a link to the survey is attached below. The questionnaire will take between 5 and 10 minutes to complete.

I would like to take this opportunity in advance to thank you for your co-operation in this matter. The closing date for the Survey is 22 March 2013.

Link to questionnaire:

- https://www.surveymonkey.com/s/Universities_CEIAG

Yours sincerely,

Thomas Buchanan
Vice-Chairperson

Careers Education, Information, Advice and Guidance Survey - Universities

Careers Education, Information, Advice and Guidance Inquiry

***1. Before University did you know what future career you intended to pursue?**

- ☐ Yes
- ☐ No

***2. Did a careers advisor ask you what career you wanted to do?**

- ☐ Yes
- ☐ No

***3. Did you receive formal job and careers advice in your school?**

- ☐ Yes
- ☐ No

Careers Education, Information, Advice and Guidance Inquiry

***4. At what school year did this begin?**

- ☐ Year 8
- ☐ Year 9
- ☐ Year 10
- ☐ Year 11
- ☐ Year 12

***5. How helpful did you find the formal jobs and careers advice provided by your school or college?**

- ☐ Extremely Helpful
- ☐ Very Helpful
- ☐ Moderately Helpful
- ☐ Slightly Helpful
- ☐ Not at all Helpful

Careers Education, Information, Advice and Guidance Inquiry

***6. How was careers advice delivered in the school or college you attended?**

- [ ] In a classroom environment
- [ ] One to one basics
- [ ] Talks by those in specific careers
- [ ] Others
- [ ] Don't Know

If other please specify

***7. Please rank in order, those of most influence, in helping you make career decisions (1 being the most influential)**

- [ ] Your Personal Ability
- [ ] Your Interests
- [ ] Family
- [ ] Friends
- [ ] Careers Advisors

Careers Education, Information, Advice and Guidance Inquiry

***8. How useful were the following sources of information in helping you make decisions about your career? Rank in order of importance with 1 being the most important.**

- Careers Advisors
- Careers Websites
- Other online services
- Career Fact Sheets
- Friends/Family
- Visits from businesses

***9. Do you think that the careers advice you received in school or college could be improved?**

- Yes
- No

If yes, please specify how you would like to see thins improved?

Careers Education, Information, Advice and Guidance Inquiry

***10. Did your school provide you with the necessary skills to help you find employment?**

	Yes	No
Information on how to write a CV	☐	☐
Communication skills	☐	☐
Presentation skills	☐	☐
Project work	☐	☐
Group work	☐	☐
Work Experience	☐	☐
Other	☐	☐

If other please specify

Careers Education, Information, Advice and Guidance Inquiry

***11. In your opinion was the timing of the careers advice you were provided.....**

- [ ] Too Early
- [ ] Correct Time
- [ ] Too Late

Please add any additional comments in the box provided

***12. Where you able to access the careers advice service when you needed to?**

- [ ] Yes
- [ ] No

If not, what barriers did you face?

Careers Education, Information, Advice and Guidance Inquiry

***13. What are your views on the amount of job and careers advice you received in school or college?**

- [ ] Too Much
- [ ] Adequate
- [ ] Not enough

***14. Did the information provided by Higher Education institutions influence your decision on your preferred career?**

- [ ] Yes
- [ ] No

***15. Was the information provided by the Higher Education institutions of an adequate standard?**

- [ ] Yes
- [ ] No

If not, please specify why it was not adequate?

Careers Education, Information, Advice and Guidance Survey Results - Universities

Careers Education, Information, Advice and Guidance Inquiry Questionnaire Universities

SurveyMonkey

1. Before University did you know what future career you intended to pursue?

	Response Percent	Response Count
Yes	51.6%	555
No	48.8%	525
answered question		1,076
skipped question		1

2. Did a careers advisor ask you what career you wanted to do?

	Response Percent	Response Count
Yes	54.5%	586
No	46.7%	503
answered question		1,076
skipped question		1

3. Did you receive formal job and careers advice in your school?

	Response Percent	Response Count
Yes	67.3%	724
No	33.6%	362
answered question		1,076
skipped question		1

4. At what school year did this begin?

	Response Percent	Response Count
Year 8	8.5%	62
Year 9	5.6%	41
Year 10	**32.6%**	**238**
Year 11	26.4%	193
Year 12	29.9%	218
answered question		**730**
skipped question		**347**

5. How helpful did you find the formal jobs and careers advice provided by your school or college?

	Response Percent	Response Count
Extremely Helpful	4.0%	29
Very Helpful	14.5%	106
Moderately Helpful	**30.9%**	**226**
Slightly Helpful	26.0%	190
Not at all Helpful	26.5%	194
answered question		**731**
skipped question		**346**

6. How was careers advice delivered in the school or college you attended?

	Response Percent	Response Count
In a classroom environment	**64.3%**	**630**
One to one basics	41.0%	402
Talks by those in specific careers	23.5%	230
Others	6.5%	64
Don't Know	8.7%	85
If other please specify		83
answered question		**980**
skipped question		**97**

7. Please rank in order, those of most influence, in helping you make career decisions (1 being the most influential)

	1	2	3	4	5	Rating Average	Rating Count
Your Personal Ability	35.8% (351)	**48.8% (478)**	10.1% (99)	3.4% (33)	1.9% (19)	1.87	980
Your Interests	**53.3% (522)**	34.0% (333)	8.4% (82)	2.8% (27)	1.6% (16)	1.66	980
Family	7.8% (76)	12.2% (120)	**54.8% (537)**	20.0% (196)	5.2% (51)	3.03	980
Friends	1.0% (10)	2.8% (27)	12.1% (119)	**56.1% (550)**	28.0% (274)	4.07	980
Careers Advisors	2.1% (21)	2.2% (22)	14.6% (143)	17.8% (174)	**63.3% (620)**	4.38	980
answered question							**980**
skipped question							**97**

8. How useful were the following sources of information in helping you make decisions about your career? Rank in order of importance with 1 being the most important.

	1	2	3	4	5	6	Rating Average	Rating Count
Careers Advisors	14.0% (119)	**20.6% (176)**	13.5% (115)	16.8% (143)	16.1% (137)	19.1% (163)	3.58	853
Careers Websites	23.8% (203)	**25.2% (215)**	24.7% (211)	15.4% (131)	9.0% (77)	1.9% (16)	2.66	853
Other online services	12.3% (105)	21.1% (180)	**21.8% (186)**	20.3% (173)	14.1% (120)	10.4% (89)	3.34	853
Career Fact Sheets	5.5% (47)	9.5% (81)	16.3% (139)	24.5% (209)	**27.5% (235)**	16.6% (142)	4.09	853
Friends/Family	**36.7% (313)**	13.1% (112)	12.9% (110)	11.8% (101)	16.1% (137)	9.4% (80)	2.86	853
Visits from businesses	7.7% (66)	10.4% (89)	10.8% (92)	11.3% (96)	17.2% (147)	**42.6% (363)**	4.47	853
						answered question		**853**
						skipped question		**224**

9. Do you think that the careers advice you received in school or college could be improved?

		Response Percent	Response Count
Yes		**77.6%**	**663**
No		23.5%	201
	If yes, please specify how you would like to see thins improved?		508
		answered question	**854**
		skipped question	**223**

10. Did your school provide you with the necessary skills to help you find employment?

	Yes	No	Rating Count
Information on how to write a CV	**64.1% (543)**	36.2% (307)	847
Communication skills	**67.4% (566)**	33.1% (278)	840
Presentation skills	**60.2% (504)**	40.4% (338)	837
Project work	**63.3% (527)**	37.5% (312)	833
Group work	**66.5% (558)**	34.0% (285)	839
Work Experience	**74.7% (629)**	25.7% (216)	842
Other	18.9% (53)	**81.4% (228)**	280
		If other please specify	55
		answered question	**854**
		skipped question	**223**

11. In your opinion was the timing of the careers advice you were provided.....

		Response Percent	Response Count
Too Early		18.5%	156
Correct Time		**44.4%**	**374**
Too Late		39.5%	333
	Please add any additional comments in the box provided		152
		answered question	**843**
		skipped question	**234**

12. Where you able to access the careers advice service when you needed to?

	Response Percent	Response Count
Yes	**62.6%**	**528**
No	38.6%	325
If not, what barriers did you face?		208
answered question		**843**
skipped question		**234**

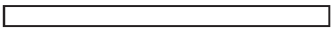
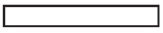
13. What are your views on the amount of job and careers advice you received in school or college?

	Response Percent	Response Count
Too Much	1.2%	10
Adequate	35.0%	288
Not enough	**65.3%**	**538**
answered question		**824**
skipped question		**253**

14. Did the information provided by Higher Education institutions influence your decision on your preferred career?

	Response Percent	Response Count
Yes	45.4%	374
No	**55.8%**	**460**
answered question		**824**
skipped question		**253**

15. Was the information provided by the Higher Education institutions of an adequate standard?

		Response Percent	Response Count
Yes		**68.8%**	**567**
No		32.3%	266
	If not, please specify why it was not adequate?		137
		answered question	**824**
		skipped question	**253**

Careers Education, Information, Advice and Guidance questionnaire letter - Colleges

Committee for Employment and Learning

27 February 2013

Dear,

On behalf of the Committee for Employment and Learning I would like to advise you of the Committee's Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland. Details of the Inquiry are attached for your information.

As part of this Inquiry the Committee wishes to gain the views of your students on the Careers advice they receive. The aim of the Inquiry is make recommendations to improve the services provided to those in need of careers advice to help them make the best choices for their futures. The Committee has agreed to develop a questionnaire for completion by your students. A hard copy of the questionnaire is attached. I would be grateful if you would make the necessary arrangements for the survey to be completed on-line and a link to the survey is attached below.

I would like to take this opportunity in advance to thank you for your co-operation in this matter. The closing date for the Survey is 22 March 2013.

Link to questionnaire:

- https://www.surveymonkey.com/s/CEIAG-Colleges

Yours sincerely,

Thomas Buchanan
Vice-Chairperson

Careers Education, Information, Advice and Guidance Survey - Colleges

Careers Education, Information, Advice and Guidance Inquiry

Copy of page:

***1. Are you aged 16 - 25**

- [ ] Yes
- [ ] No

***2. What school did you attend**

***3. Have you received formal jobs and careers advice in your school**

- [ ] Yes (go to question 4)
- [ ] No (go to question 6)

***4. At what school year did this begin**

- [ ] Year 8
- [ ] Year 9
- [ ] Year 10
- [ ] Year 11
- [ ] Year 12

***5. How helpful did you find the formal jobs and careers advice provided by you school or college**

- [ ] Extremely Helpful
- [ ] Very Helpful
- [ ] Moderately Helpful
- [ ] Slightly Helpful
- [ ] Not at all Helpful

***6. How was careers advice delivered in your school? Tick all that apply**

- [ ] In lessons
- [ ] In a one to one chat
- [ ] By someone doing the job
- [ ] Don't Know

Other (please specify)

Careers Education, Information, Advice and Guidance Inquiry

***7. What do you think is important in making decisions about choosing a career? Rank in order of importance with 1 being the most important.**

- ☐ What you are good at
- ☐ What you are interest in
- ☐ Advice from my Family
- ☐ Advice from my Friends
- ☐ Careers Advisors
- ☐ Employment prospects
- ☐ Financial Stability

Careers Education, Information, Advice and Guidance Inquiry

***8. How useful are the following sources of information in helping you make decisions about your career? Rank in order of importance with 1 being the most important.**

- Careers Advisors
- Careers Websites
- Other online services
- Career Fact Sheets
- Friends/Family
- Visits from businesses

***9. Have you received careers advice from any of the people listed below? Tick all that apply.**

- [ ] Careers Adviser
- [ ] Careers Teacher
- [ ] Subject/Form teacher

***10. Do you think that the careers advice you received in school or college could be improved?**

- [ ] Yes
- [ ] No

If yes, please specify how you would like to see it improved

Careers Education, Information, Advice and Guidance Inquiry

***11. Do you think that you should have receive more or less careers advice in school**

- ☐ More advice needed
- ☐ Less advice needed
- ☐ No change is needed

***12. In your school did have the opportunity to do any of the following activities**

	Yes	No
Discuss how to write a CV	☐	☐
Learn communication skills	☐	☐
Learn presentation skills	☐	☐
Do project work	☐	☐
Do group work	☐	☐
Go on Work Experience	☐	☐
Other	☐	☐

If other please specify

Careers Education, Information, Advice and Guidance Survey Results - Colleges

Careers Education, Information, Advice and Guidance Inquiry Questionnaire Colleges

SurveyMonkey

1. Are you aged 16 - 25

	Response Percent	Response Count
Yes	89.4%	84
No	10.6%	10
answered question		94
skipped question		0

2. What school did you attend

	Response Count
	94
answered question	94
skipped question	0

3. Have you received formal jobs and careers advice in your school

	Response Percent	Response Count
Yes (go to question 4)	85.1%	80
No (go to question 6)	17.0%	16
answered question		94
skipped question		0

4. At what school year did this begin

	Response Percent	Response Count
Year 8	14.9%	14
Year 9	4.3%	4
Year 10	25.5%	24
Year 11	27.7%	26
Year 12	**33.0%**	**31**
	answered question	**94**
	skipped question	**0**

5. How helpful did you find the formal jobs and careers advice provided by you school or college

	Response Percent	Response Count
Extremely Helpful	6.4%	6
Very Helpful	12.8%	12
Moderately Helpful	**28.7%**	**27**
Slightly Helpful	26.6%	25
Not at all Helpful	25.5%	24
	answered question	**94**
	skipped question	**0**

6. How was careers advice delivered in your school? Tick all that apply

	Response Percent	Response Count
In lessons	**68.1%**	**64**
In a one to one chat	45.7%	43
By someone doing the job	23.4%	22
Don't Know	6.4%	6
Other (please specify)		10
answered question		**94**
skipped question		**0**

7. What do you think is important in making decisions about choosing a career? Rank in order of importance with 1 being the most important.

	1	2	3	4	5	6	7	Rating Average	Rating Count
What you are good at	33.0% (31)	**36.2% (34)**	17.0% (16)	6.4% (6)	6.4% (6)	0.0% (0)	1.1% (1)	2.21	9
What you are interest in	**42.6% (40)**	28.7% (27)	12.8% (12)	12.8% (12)	0.0% (0)	2.1% (2)	1.1% (1)	2.10	9
Advice from my Family	1.1% (1)	2.1% (2)	13.8% (13)	12.8% (12)	**33.0% (31)**	28.7% (27)	8.5% (8)	4.95	9
Advice from my Friends	3.2% (3)	3.2% (3)	2.1% (2)	11.7% (11)	8.5% (8)	28.7% (27)	**42.6% (40)**	5.76	9
Careers Advisors	0.0% (0)	4.3% (4)	12.8% (12)	9.6% (9)	**33.0% (31)**	19.1% (18)	21.3% (20)	5.14	9
Employment prospects	13.8% (13)	13.8% (13)	**28.7% (27)**	18.1% (17)	5.3% (5)	17.0% (16)	3.2% (3)	3.51	9
Financial Stability	6.4% (6)	11.7% (11)	12.8% (12)	**28.7% (27)**	13.8% (13)	4.3% (4)	22.3% (21)	4.34	9
							answered question		**9**
							skipped question		**(**

8. How useful are the following sources of information in helping you make decisions about your career? Rank in order of importance with 1 being the most important.

	1	2	3	4	5	6	Rating Average	Rating Count
Careers Advisors	**32.9% (27)**	17.1% (14)	15.9% (13)	13.4% (11)	8.5% (7)	12.2% (10)	2.84	82
Careers Websites	20.7% (17)	**37.8% (31)**	20.7% (17)	12.2% (10)	7.3% (6)	1.2% (1)	2.51	82
Other online services	4.9% (4)	12.2% (10)	22.0% (18)	**30.5% (25)**	19.5% (16)	11.0% (9)	3.80	82
Career Fact Sheets	6.1% (5)	8.5% (7)	11.0% (9)	23.2% (19)	**29.3% (24)**	22.0% (18)	4.27	82
Friends/Family	13.4% (11)	12.2% (10)	17.1% (14)	6.1% (5)	**25.6% (21)**	**25.6% (21)**	3.95	82
Visits from businesses	22.0% (18)	12.2% (10)	13.4% (11)	14.6% (12)	9.8% (8)	**28.0% (23)**	3.62	82
						answered question		**82**
						skipped question		**12**

9. Have you received careers advice from any of the people listed below? Tick all that apply.

	Response Percent	Response Count
Careers Adviser	70.7%	58
Careers Teacher	**73.2%**	**60**
Subject/Form teacher	39.0%	32
	answered question	**82**
	skipped question	**12**

10. Do you think that the careers advice you received in school or college could be improved?

	Response Percent	Response Count
Yes	**70.7%**	**58**
No	29.3%	24
If yes, please specify how you would like to see it improved		48
answered question		**82**
skipped question		**12**

11. Do you think that you should have receive more or less careers advice in school

	Response Percent	Response Count
More advice needed	**84.4%**	**65**
Less advice needed	1.3%	1
No change is needed	15.6%	12
answered question		**77**
skipped question		**17**

12. In your school did have the opportunity to do any of the following activities

	Yes	No	Rating Count
Discuss how to write a CV	**80.5% (62)**	20.8% (16)	77
Learn communication skills	**74.7% (56)**	26.7% (20)	75
Learn presentation skills	**67.1% (51)**	32.9% (25)	76
Do project work	**68.9% (51)**	31.1% (23)	74
Do group work	**77.6% (59)**	22.4% (17)	76
Go on Work Experience	**89.5% (68)**	11.8% (9)	76
Other	14.3% (3)	**85.7% (18)**	21
		If other please specify	5
		answered question	**77**
		skipped question	**17**

Careers Education, Information, Advice and Guidance questionnaire letter - Other

Committee for Employment and Learning

27 February 2013

Dear,

On behalf of the Committee for Employment and Learning I would like to advise you of the Committee's Inquiry into Careers Education, Information, Advice and Guidance (CEIAG) in Northern Ireland.

As part of this Inquiry the Committee wishes to gain the views of young people from ages 16 to 25 on the Careers advice they receive. The aim of the Inquiry is to make recommendations to improve the services provided to those in need of careers advice to help them make the best choices for their futures. The Committee has agreed to develop a questionnaire for completion by young people from ages 16 to 25. A hard copy of the questionnaire is attached. I would be grateful if you would make the necessary arrangements for the survey to be completed on-line and a link to the survey is attached below. The questionnaire will take between 5 and 10 minutes to complete.

I would like to take this opportunity in advance to thank you for your co-operation in this matter. The closing date for the Survey is 22 March 2013.

Link to questionnaires:

- https://www.surveymonkey.com/s/CEIAG-Other
- https://www.surveymonkey.com/s/CEIAG-Colleges
- https://www.surveymonkey.com/s/Universities_CEIAG

Yours sincerely,

Thomas Buchanan
Vice-Chairperson

Careers Education, Information, Advice and Guidance Survey - Other

Careers Education, Information, Advice and Guidance Inquiry

Copy of page:

***1. Are you aged 16 - 25**

- [ ] Yes
- [ ] No

***2. What school did you attend**

***3. Have you received formal jobs and careers advice in your school**

- [ ] Yes (go to question 4)
- [ ] No (go to question 6)

***4. At what school year did this begin**

- [ ] Year 8
- [ ] Year 9
- [ ] Year 10
- [ ] Year 11
- [ ] Year 12

***5. How helpful did you find the formal jobs and careers advice provided by you school or college**

- [ ] Extremely Helpful
- [ ] Very Helpful
- [ ] Moderately Helpful
- [ ] Slightly Helpful
- [ ] Not at all Helpful

***6. How was careers advice delivered in your school? Tick all that apply**

- [ ] In lessons
- [ ] In a one to one chat
- [ ] By someone doing the job
- [ ] Don't Know

Other (please specify)

Careers Education, Information, Advice and Guidance Inquiry

***7. What do you think is important in making decisions about choosing a career?**
Rank in order of importance with 1 being the most important.

- ☐ What you are good at
- ☐ What you are interest in
- ☐ Advice from my Family
- ☐ Advice from my Friends
- ☐ Careers Advisors
- ☐ Employment prospects
- ☐ Financial Stability

Careers Education, Information, Advice and Guidance Inquiry

***8. How useful are the following sources of information in helping you make decisions about your career? Rank in order of importance with 1 being the most important.**

- [ ] Careers Advisors
- [ ] Careers Websites
- [ ] Other online services
- [ ] Career Fact Sheets
- [ ] Friends/Family
- [ ] Visits from businesses

9. Have you received careers advice from any of the people listed below? Tick all that apply.

- [ ] Careers Adviser
- [ ] Careers Teacher
- [ ] Subject/Form teacher

***10. Do you think that the careers advice you received in school or college could be improved?**

- [ ] Yes
- [ ] No

If yes, please specify how you would like to see it improved

Careers Education, Information, Advice and Guidance Inquiry

***11. Do you think that you should have receive more or less careers advice in school**

- ☐ More advice needed
- ☐ Less advice needed
- ☐ No change is needed

***12. In your school did have the opportunity to do any of the following activities**

	Yes	No
Discuss how to write a CV	☐	☐
Learn communication skills	☐	☐
Learn presentation skills	☐	☐
Do project work	☐	☐
Do group work	☐	☐
Go on Work Experience	☐	☐
Other	☐	☐

If other please specify

Careers Education, Information, Advice and Guidance Inquiry

***13. Are you studying at present**

- [ ] No
- [ ] Part time
- [ ] Full time

***14. Are you currently employed**

- [ ] No
- [ ] Part time
- [ ] Full time

Careers Education, Information, Advice and Guidance Survey Results - Other

Careers Education, Information, Advice and Guidance Inquiry Questionnaire Other

SurveyMonkey

1. Are you aged 16 - 25

	Response Percent	Response Count
Yes	96.8%	30
No	3.2%	1
answered question		31
skipped question		0

2. What school did you attend

	Response Count
	31
answered question	31
skipped question	0

3. Have you received formal jobs and careers advice in your school

	Response Percent	Response Count
Yes (go to question 4)	77.4%	24
No (go to question 6)	22.6%	7
answered question		31
skipped question		0

4. At what school year did this begin

	Response Percent	Response Count
Year 8	25.8%	8
Year 9	3.2%	1
Year 10	**38.7%**	**12**
Year 11	22.6%	7
Year 12	22.6%	7
	answered question	**31**
	skipped question	**0**

5. How helpful did you find the formal jobs and careers advice provided by you school or college

	Response Percent	Response Count
Extremely Helpful	12.9%	4
Very Helpful	16.1%	5
Moderately Helpful	29.0%	9
Slightly Helpful	19.4%	6
Not at all Helpful	**35.5%**	**11**
	answered question	**31**
	skipped question	**0**

6. How was careers advice delivered in your school? Tick all that apply

	Response Percent	Response Count
In lessons	**54.8%**	**17**
In a one to one chat	35.5%	11
By someone doing the job	16.1%	5
Don't Know	19.4%	6
Other (please specify)		3
answered question		**31**
skipped question		**0**

7. What do you think is important in making decisions about choosing a career? Rank in order of importance with 1 being the most important.

	1	2	3	4	5	6	7	Rating Average	Rating Count
What you are good at	**41.9% (13)**	29.0% (9)	16.1% (5)	3.2% (1)	3.2% (1)	3.2% (1)	3.2% (1)	2.19	3
What you are interest in	**45.2% (14)**	35.5% (11)	0.0% (0)	3.2% (1)	16.1% (5)	0.0% (0)	0.0% (0)	2.10	3
Advice from my Family	0.0% (0)	3.2% (1)	**35.5% (11)**	9.7% (3)	9.7% (3)	32.3% (10)	9.7% (3)	4.61	3
Advice from my Friends	3.2% (1)	3.2% (1)	3.2% (1)	29.0% (9)	3.2% (1)	25.8% (8)	**32.3% (10)**	5.32	3
Careers Advisors	0.0% (0)	6.5% (2)	16.1% (5)	16.1% (5)	**45.2% (14)**	6.5% (2)	9.7% (3)	4.58	3
Employment prospects	0.0% (0)	9.7% (3)	19.4% (6)	22.6% (7)	6.5% (2)	**29.0% (9)**	12.9% (4)	4.65	3
Financial Stability	9.7% (3)	12.9% (4)	9.7% (3)	16.1% (5)	16.1% (5)	3.2% (1)	**32.3% (10)**	4.55	3
							answered question		**3**
							skipped question		**0**

8. How useful are the following sources of information in helping you make decisions about your career? Rank in order of importance with 1 being the most important.

	1	2	3	4	5	6	Rating Average	Rating Count
Careers Advisors	**34.5% (10)**	**34.5% (10)**	13.8% (4)	6.9% (2)	6.9% (2)	3.4% (1)	2.28	29
Careers Websites	20.7% (6)	**31.0% (9)**	20.7% (6)	20.7% (6)	6.9% (2)	0.0% (0)	2.62	29
Other online services	3.4% (1)	10.3% (3)	**31.0% (9)**	17.2% (5)	17.2% (5)	20.7% (6)	3.97	29
Career Fact Sheets	3.4% (1)	6.9% (2)	13.8% (4)	31.0% (9)	**34.5% (10)**	10.3% (3)	4.17	29
Friends/Family	10.3% (3)	6.9% (2)	13.8% (4)	10.3% (3)	**31.0% (9)**	27.6% (8)	4.28	29
Visits from businesses	27.6% (8)	10.3% (3)	6.9% (2)	13.8% (4)	3.4% (1)	**37.9% (11)**	3.69	29
						answered question		**29**
						skipped question		**2**

9. Have you received careers advice from any of the people listed below? Tick all that apply.

	Response Percent	Response Count
Careers Adviser	**62.1%**	**18**
Careers Teacher	51.7%	15
Subject/Form teacher	20.7%	6
	answered question	**29**
	skipped question	**2**

10. Do you think that the careers advice you received in school or college could be improved?

	Response Percent	Response Count
Yes	**55.2%**	**16**
No	44.8%	13
If yes, please specify how you would like to see it improved		10
answered question		**29**
skipped question		**2**

11. Do you think that you should have receive more or less careers advice in school

	Response Percent	Response Count
More advice needed	**82.8%**	**24**
Less advice needed	3.4%	1
No change is needed	13.8%	4
answered question		**29**
skipped question		**2**

12. In your school did have the opportunity to do any of the following activities

	Yes	No	Rating Count
Discuss how to write a CV	**66.7% (18)**	33.3% (9)	27
Learn communication skills	**60.7% (17)**	39.3% (11)	28
Learn presentation skills	**69.2% (18)**	30.8% (8)	26
Do project work	**57.7% (15)**	42.3% (11)	26
Do group work	**65.4% (17)**	34.6% (9)	26
Go on Work Experience	**82.1% (23)**	17.9% (5)	28
Other	16.7% (1)	**83.3% (5)**	6
		If other please specify	0
		answered question	**29**
		skipped question	**2**

13. Are you studying at present

		Response Percent	Response Count
No		**63.0%**	**17**
Part time		18.5%	5
Full time		18.5%	5
		answered question	**27**
		skipped question	**4**

14. Are you currently employed

	Response Percent	Response Count
No	**88.9%**	**24**
Part time	7.4%	2
Full time	3.7%	1
answered question		**27**
skipped question		**4**

Careers Education, Information, Advice and Guidance Survey Results - Comparative Analysis

Careers Advice Survey Results

University Only - Before University did you know what future career you intended to pursue?

	No.	%
Yes	555	51.4%
No	525	48.6%

University Only - Did a careers advisor ask you what career you wanted to do?

	No.	%
Yes	586	53.8%
No	503	46.2%

Have you received/Did you receive formal jobs and careers advice in your school?

	Yes		No	
	No.	%	No.	%
Schools	6662	91.2%	646	8.8%
Colleges	80	83.3%	16	16.7%
University	724	66.7%	362	33.3%
Other	41	*	8	*

* sample size too small to produce percentages

At what school year did this begin?

	Year 8		Year 9		Year 10		Year 11		Year 12	
	No.	%	No.	%	No.	%	No.	%	No.	%
Schools	1861	25.9%	301	4.2%	1993	27.7%	1430	19.9%	1613	22.4%
Colleges	14	14.1%	4	4.0%	24	24.2%	26	26.3%	31	31.3%
University	62	8.2%	41	5.5%	238	31.6%	193	25.7%	218	29.0%
Other	10	*	1	*	14	*	5	*	3	*

* sample size too small to produce percentages

How helpful did you find the formal jobs and careers advice provided by your school or college?

	Extremely Helpful		Very Helpful		Moderately Helpful		Slightly Helpful		Not at all Helpful	
	No.	%	No.	%	No.	%	No.	%	No.	%
Schools	683	9.5%	2368	33.0%	2569	35.8%	1124	15.7%	432	6.0%
Colleges	6	6.4%	12	12.8%	27	28.7%	25	26.6%	24	25.5%
University	29	3.9%	106	14.2%	226	30.3%	190	25.5%	194	26.0%
Other	10	*	7	*	8	*	6	*	7	*

* sample size too small to produce percentages

How is/was careers advice delivered in your school?

	In Lessons/ classroom		In a one to one chat/On one to one basis		By someone doing the job/ Talks by those in specific careers		Don't Know		Other(s)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Schools	5319	75.8%	4243	60.5%	1336	19.0%	278	4.0%	602	8.6%
Colleges	64	68.1%	43	45.7%	22	23.4%	6	6.4%		
University	630	64.3%	402	41.0%	230	23.5%	85	8.7%	64	6.5%
Other	33	*	22	*	7	*	7	*	3	*

* sample size too small to produce percentages

What do you think is important in making decisions about choosing a career? Rank in order of importance with 1 being the most important – what you are good at

	1	2	3	4	5	6	7
Schools	2384	2932	691	430	227	184	169
Colleges	31	34	16	6	6	0	1
Other	21	11	8	2	1	1	1

What do you think is important in making decisions about choosing a career? Rank in order of importance with 1 being the most important – what you are interested in

	1	2	3	4	5	6	7
Schools	3448	2243	554	323	148	149	152
Colleges	40	27	12	12	0	2	1
Other	20	18	0	1	5	0	0

What do you think is important in making decisions about choosing a career? Rank in order of importance with 1 being the most important – advice from the family

	1	2	3	4	5	6	7
Schools	181	385	1219	1009	1558	2327	338
Colleges	1	2	13	12	31	27	8
Other	3	4	13	3	4	10	4

What do you think is important in making decisions about choosing a career? Rank in order of importance with 1 being the most important – advice from my friends

	1	2	3	4	5	6	7
Schools	195	177	255	804	695	1338	3553
Colleges	3	3	2	11	8	27	40
Other	2	1	4	10	2	11	11

What do you think is important in making decisions about choosing a career? Rank in order of importance with 1 being the most important – Careers Advisers

	1	2	3	4	5	6	7
Schools	192	278	1132	1131	2339	1047	898
Colleges	0	4	12	9	31	18	20
Other	0	2	8	9	15	3	3

What do you think is important in making decisions about choosing a career? Rank in order of importance with 1 being the most important – employment prospects

	1	2	3	4	5	6	7
Schools	288	483	1768	1698	1012	1287	481
Colleges	13	13	27	17	5	16	3
Other	0	3	6	9	5	9	5

What do you think is important in making decisions about choosing a career? Rank in order of importance with 1 being the most important – financial stability

	1	2	3	4	5	6	7
Schools	329	519	1398	1622	1038	685	1426
Colleges	6	11	12	27	13	4	21
Other	3	5	5	5	5	3	14

University Only - Please rank in order, those of most influence, in helping you make career decisions (1 being the most influential)

	1	2	3	4	5
Your Personal Ability	351	478	99	33	19
Your Interests	522	333	82	27	16
Family	76	120	537	196	51
Friends	10	27	119	550	274
Careers Advisors	21	22	143	174	620

How useful are/were the following sources of information in helping you make decisions about your career? Rank in order of importance with 1 being the most important – Careers Advisers

	1	2	3	4	5	6
Schools	3280	1505	816	485	360	401
Colleges	27	14	13	11	7	10
University	119	176	115	143	137	163
Other	22	13	5	3	2	1

How useful are/were the following sources of information in helping you make decisions about your career? Rank in order of importance with 1 being the most important – Careers Websites

	1	2	3	4	5	6
Schools	1293	2488	1654	869	385	158
Colleges	17	31	17	10	6	1
University	203	215	211	131	77	16
Other	6	11	9	8	4	1

How useful are/were the following sources of information in helping you make decisions about your career? Rank in order of importance with 1 being the most important – Other online services

	1	2	3	4	5	6
Schools	318	658	1632	1482	1454	1303
Colleges	4	10	18	25	16	9
University	105	180	186	173	120	89
Other	2	3	12	6	9	8

How useful are/were the following sources of information in helping you make decisions about your career? Rank in order of importance with 1 being the most important – Careers Fact Sheets

	1	2	3	4	5	6
Schools	249	456	944	2105	1821	1272
Colleges	5	7	9	19	24	18
University	47	81	139	209	235	142
Other	1	4	5	12	11	5

How useful are/were the following sources of information in helping you make decisions about your career? Rank in order of importance with 1 being the most important – Friends/ Family

	1	2	3	4	5	6
Schools	794	770	831	1010	1836	1606
Colleges	11	10	14	5	21	21
University	313	112	110	101	137	80
Other	7	6	6	5	9	10

How useful are/were the following sources of information in helping you make decisions about your career? Rank in order of importance with 1 being the most important – Visits from businesses

	1	2	3	4	5	6
Schools	913	970	970	896	991	2107
Colleges	18	10	11	12	8	23
University	66	89	92	96	147	363
Other	9	6	3	4	3	13

Have you received careers advice from any of the people listed below?

	Careers Adviser		Careers Teacher		Subject/Form Teacher	
	No.	%	No.	%	No.	%
Schools	5418	79.1%	5523	80.7%	3401	49.7%
Colleges	58	70.7%	60	73.2%	32	39.0%
Other	31	*	28	*	15	*

* sample size too small to produce percentages

Do you think that the careers advice you received in school or college could be improved?

	Yes		No	
	No.	%	No.	%
Schools	3094	44.8%	3812	55.2%
Colleges	58	70.7%	24	29.3%
University	663	76.7%	201	23.3%
Other	23	*	24	*

* sample size too small to produce percentages

Do you think that you should receive more or less careers advice in school?

	More advice needed		Less advice needed		No change is needed	
	No.	%	No.	%	No.	%
Schools	4220	61.1%	221	3.2%	2461	35.7%
Colleges	65	83.3%	1	1.3%	12	15.4%
Other	32	*	3	*	12	*

* sample size too small to produce percentages

University Only - What are your views on the amount of job and careers advice you received in school or college?

	No.	%
Too much	10	1.2%
Adequate	288	34.4%
Not enough	538	64.4%

In your school have you had the opportunity to do any of the following activities?

	Discuss how to write a CV		Learn communication skills		Learn presentation skills		Do project work	
	No.	%	No.	%	No.	%	No.	%
Schools	5379	80.1%	5118	76.3%	4774	71.1%	3992	59.5%
Colleges	62	80.5%	56	74.7%	51	67.1%	51	68.9%
Other	33	*	32	*	30	*	27	*

	Do group work		Go on work experience		Other	
	No.	%	No.	%	No.	%
Schools	5089	75.8%	4964	74.0%	273	4.1%
Colleges	59	77.6%	68	89.5%	3	14.3%
Other	32	*	39	*	1	*

* sample size too small to produce percentages

Others Only - Are you studying at present?

	No.
Yes, full-time	19
Yes, part-time	6
No	20

Others Only - Are you currently employed?

	No.
Yes, full-time	1
Yes, part-time	3
No	41

University Only - Did your school provide you with the necessary skills to help you find employment?

	Yes		No	
	No.	%	No.	%
Information on how to write a CV	543	63.9%	307	36.1%
Communication skills	566	67.1%	278	32.9%
Presentation skills	504	59.9%	338	40.1%
Project work	527	62.8%	312	37.2%
Group work	558	66.2%	285	33.8%
Work Experience	629	74.4%	216	25.6%
Other	53	18.9%	228	81.1%

University Only - In your opinion was the timing of the careers advice you were provided.....

	No.	%
Too Early	156	18.1%
Correct Time	374	43.3%
Too Late	333	38.6%

University Only - Were you able to access the careers advice service when you needed to?

	No.	%
Yes	528	61.9%
No	325	38.1%

University Only - Did the information provided by Higher Education institutions influence your decision on your preferred career?

	No.	%
Yes	374	44.8%
No	460	55.2%

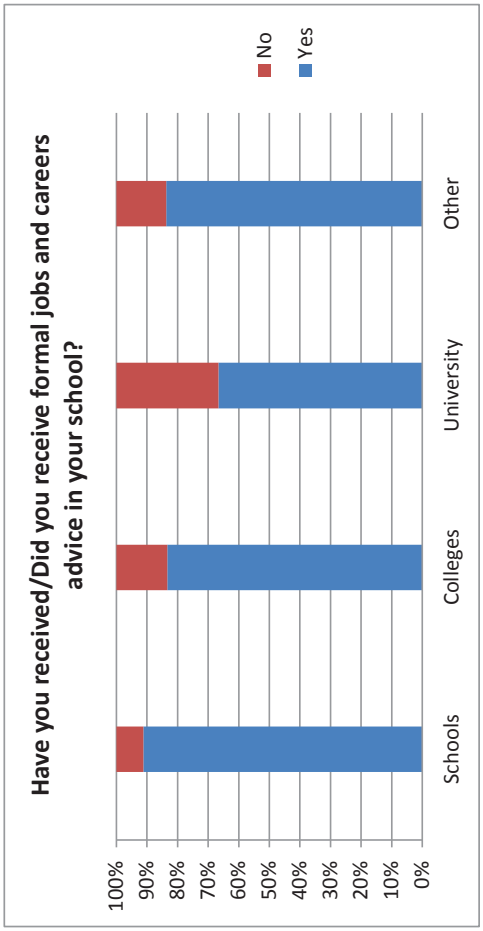
University Only - Was the information provided by the Higher Education institutions of an adequate standard?

	No.	%
Yes	567	68.1%
No	266	31.9%

Careers Education, Information, Advice and Guidance Survey Results - Comparative Analysis - Bar Charts

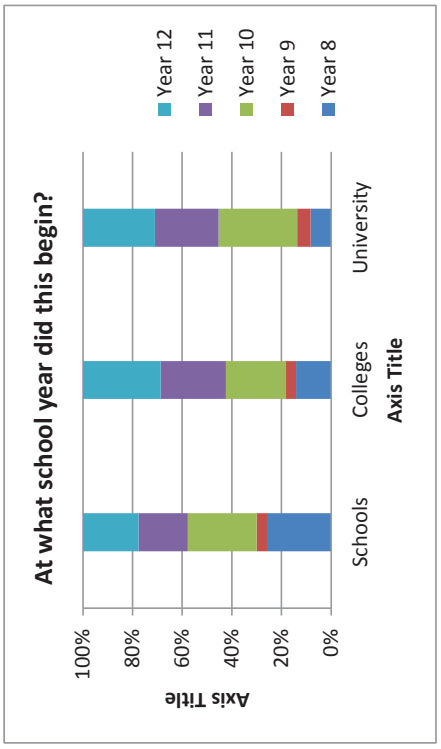
Have you received/Did you receive formal jobs and careers advice in your school?

	Yes	No
Schools	6662	646
Colleges	80	16
University	724	362
Other	41	8



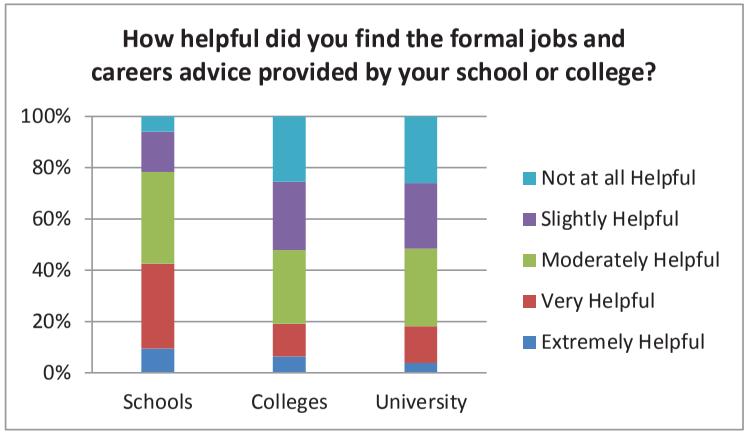
At what school year did this begin?

	Year 8	Year 9	Year 10	Year 11	Year 12
Schools	1861	301	1993	1430	1613
Colleges	14	4	24	26	31
University	62	41	238	193	218



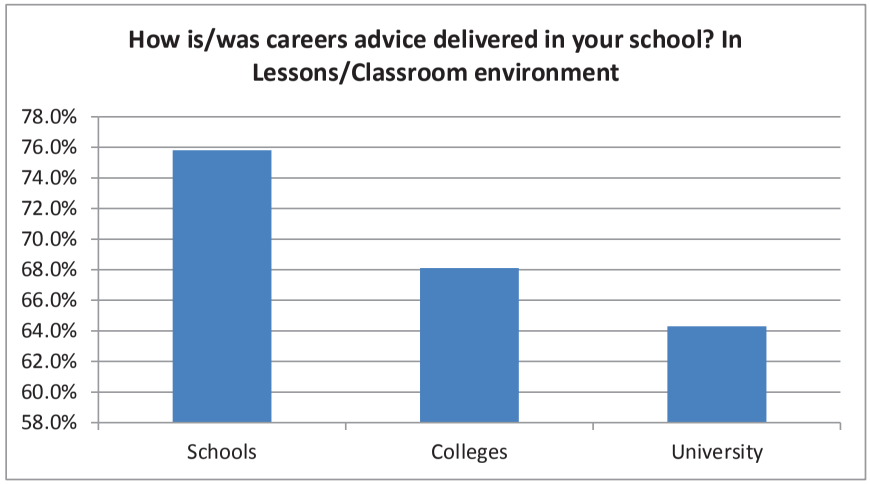
How helpful did you find the formal jobs and careers advice provided by your school or college?

	Extremely Helpful	Very Helpful	Moderately Helpful	Slightly Helpful	Not at all Helpful
Schools	683	2368	2569	1124	432
Colleges	6	12	27	25	24
University	29	106	226	190	194



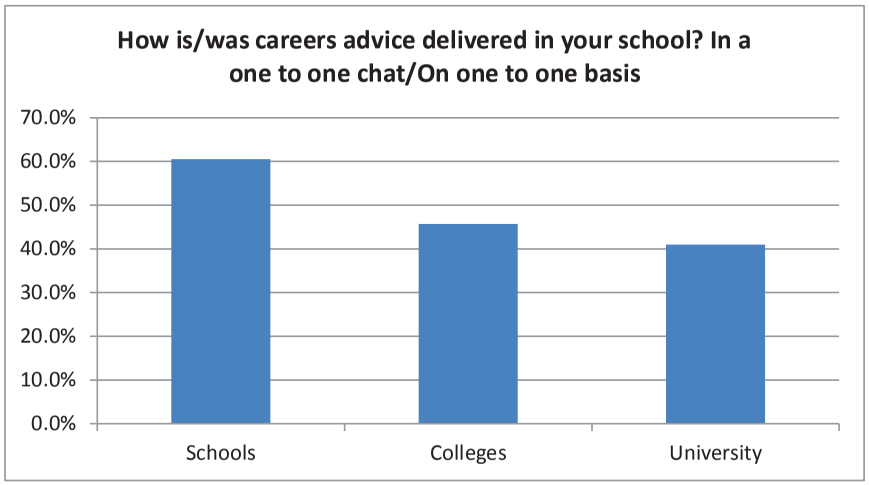
How is/was careers advice delivered in your school? In Lessons/Classroom environment

	%
Schools	75.8%
Colleges	68.1%
University	64.3%



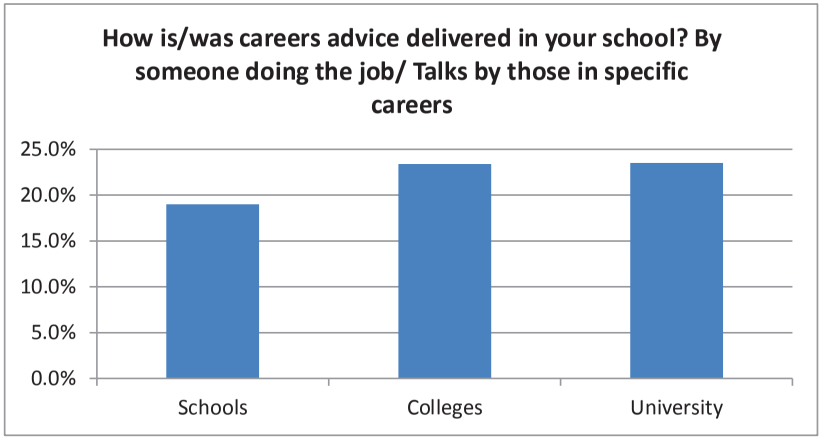
How is/was careers advice delivered in your school? In a one to one chat/On one to one basis

	%
Schools	60.5%
Colleges	45.7%
University	41.0%



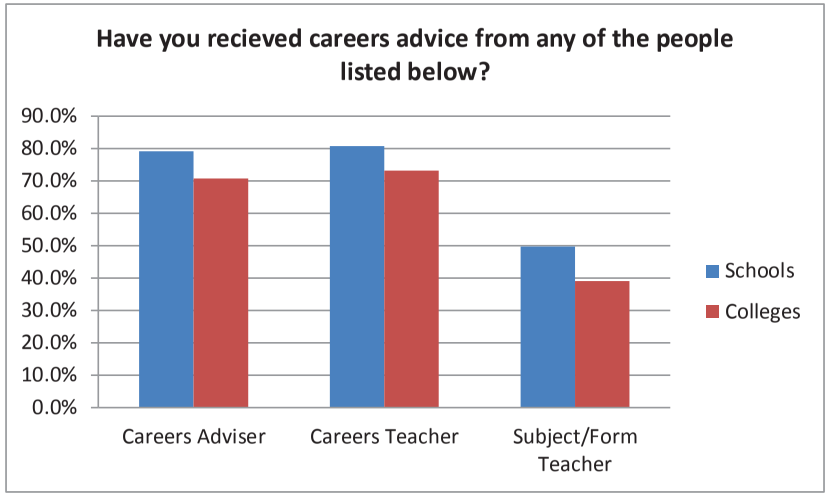
How is/was careers advice delivered in your school? By someone doing the job/ Talks by those in specific careers

	%
Schools	19.0%
Colleges	23.4%
University	23.5%



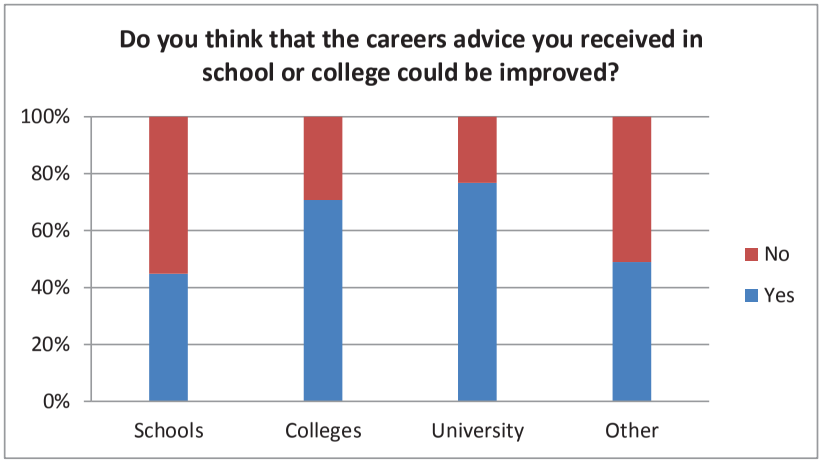
Have you recieved careers advice from any of the people listed below?

	Careers Adviser	Careers Teacher	Subject/Form Teacher
Schools	79.1%	80.7%	49.7%
Colleges	70.7%	73.2%	39.0%



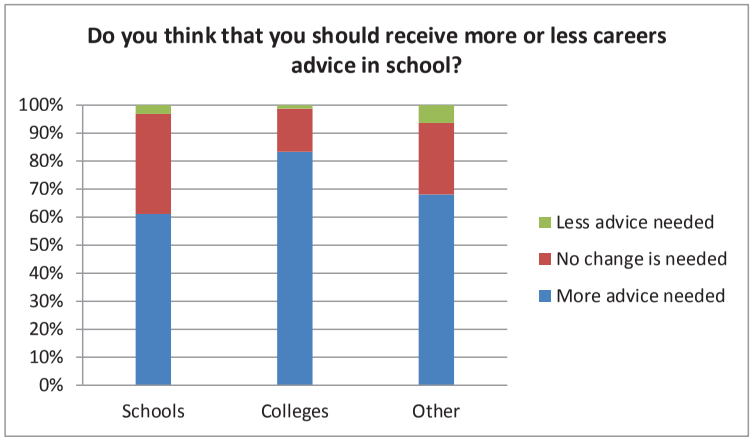
Do you think that the careers advice you received in school or college could be improved?

	Yes	No
Schools	3094	3812
Colleges	58	24
University	663	201
Other	23	24



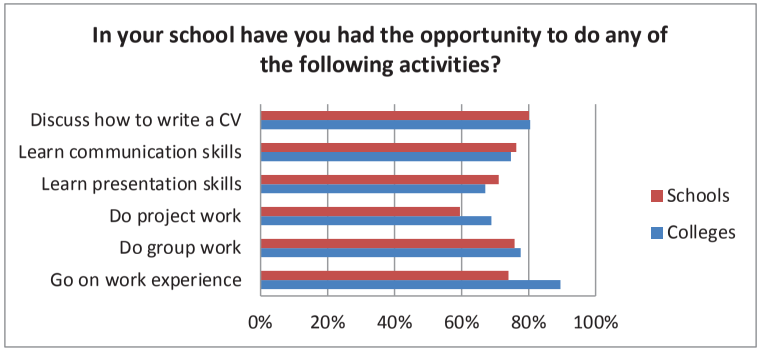
Do you think that you should receive more or less careers advice in school?

	More advice needed	No change is needed	Less advice needed
Schools	4220	2461	221
Colleges	65	12	1
Other	32	12	3



In your school have you had the opportunity to do any of the following activities?

	Colleges	Schools
Go on work	89.5%	74.0%
Do group w	77.6%	75.8%
Do project	68.9%	59.5%
Learn pres	67.1%	71.1%
Learn com	74.7%	76.3%
Discuss ho	80.5%	80.1%



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